Senior 4 English Language Arts Standards Test

Administration Manual for Supervising Teachers

January 2003

Manitoba
Education
and Youth

Copyright © 2002, the Crown in Right of Manitoba,
as represented by the Minister of Education and Youth.
Manitoba Education and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5

Permission is hereby given by the copyright owner to reproduce this document on a non-profit basis for educational purposes provided the source is mentioned.

Preface

This *Administration Manual for Supervising Teachers* is distributed to teachers and administrators, and must be read prior to administering the standards test. The rules and guidelines in this manual must be strictly observed to ensure the consistency of standards test administration.

Please use this manual in conjunction with the registration package, the *Policies and Procedures for Standards Tests* handbook and the *Information Bulletin* to gain a full understanding of the protocols and procedures associated with this test. This manual contains general information about the test, step-by-step instructions for each day of the test administration, and policies regarding absenteeism, lateness, violation of rules, etc.

If you encounter exceptional circumstances not addressed in this manual, or if you have further inquiries, contact Gail Miko, Administrative Officer, at 945-5669, or toll-free at 1 800 282-8069, extension 5669.

Table of Contents

Page
General Information 1
    Features of the test 2
    Test schedule 2
Policies for Standards Tests 3
    Adaptations 3
    Exemptions 3
    Re-read provisions 3
    Return of tests to students 3
    Test confidentiality 4
    Student materials 4
    Students leaving the room 4
    Late arrivals 4
    Student absences 5
    Responding to student questions 5
    Violation of rules 5
    Damaged or misprinted material 5
        On test administration date 6
        During test administration 6
Responsibilities of School Principals 7
Responsibilities of Supervising Teachers 8
    Checklist of procedures 9
        Advance preparations 9
        Prior to test session 10
        Beginning the test session 11
        During the test session 12
        Ending the test session 12
    Submitting Materials (the end of the test) 14
    Submitting Materials by Friday, February 7, 2003 (after local marking) 14
Appendices 17
    Appendix 1: Test-taking Rules 19
    Appendix 2: Sample Pre-printed Demographic Data Form 20
    Appendix 3: Sample Generic Demographic Data Form 21
    Appendix 4: Sample Attendance Form 22
    Appendix 5: List of Reason Codes to Record Changes in Standards Test Student Registration Numbers 23

General Information

Manitoba Education and Youth develops all standards tests in collaboration with teachers from across the province. This standards test is based on the Senior 4 English Language Arts Manitoba Curriculum Framework of Outcomes and Senior 4 Standards (2000).

The standards test is locally marked and counts for 30% of each student's final grade in the course. Marking instructions are provided by the department immediately following test administration. Student results on the test will be released to students according to local policy on the date designated by local jurisdictions.

All students enrolled in the Comprehensive Focus 40S, Literary Focus 40S or Transactional Focus 40S, except those who have been exempted, must write the Senior 4 English Language Arts Standards Test. However, a student may rewrite a mandatory provincial standards test at any regularly scheduled administration without being registered in the course (see Policies and Procedures for Standards Tests, Section 3.1).

Students are expected to write the standards test as scheduled near the end of the semester in which they take the course (e.g., January for first-semester courses, May for second-semester and full-year courses).

All schools should receive the test materials by Tuesday, January 7, 2003. Principals of public schools in the Winnipeg area receive test materials from their division offices. Principals of rural public schools, independent and band-operated schools will receive test materials directly from the Assessment and Evaluation Branch. Please note that, due to time constraints for this semester, rural public schools are receiving test materials directly.

The number of test booklets sent to each school is based on the October 15, 2002 registration information provided by the school. Please advise Gail Miko, Administrative Officer, at 945-5669, or toll-free at 1 800 282-8069, extension 5669, immediately if the number of students registered to write the test has increased since registration.

In the context of marking standards tests at the local level, Manitoba Education and Youth will:

- train representatives from local jurisdictions to act as local marking co-ordinators;
- collect and scan all marker sheets from jurisdictions to provide them with test result summaries;
- centrally mark a random sample of locally-marked test booklets to provide feedback to jurisdictions on their local marking; and
- support provincially-funded local jurisdictions by providing $10.00 for each locally-marked test administered in accordance with the test schedule noted below.

Features of the test

The Senior 4 English Language Arts (S4 ELA) Standards Test will take place over four consecutive school days, Monday, January 13 to Thursday, January 16, 2003.

The test activities are as follows:

- on **Day 1** students will explore the theme, read and respond to texts, participate in a small group discussion and have an opportunity to review the writing task that they will work on during Days 2 to 4;
- on **Day 2** students plan and develop a written text;
- on **Day 3** students will continue to develop their written text;
- on **Day 4** students will write the final copy of their written text and reflect on the test process.

Students require two test booklets: a *Process Booklet* and a *Reading Response Booklet*. A new feature is the inclusion of tear out *Draft Paper* located at the end of the *Process Booklet*.

Note that teachers will be provided with optional follow-up activities for extending the theme after test administration is complete.

Test schedule

The following table summarizes the schedule for the Senior 4 English Language Arts Standards Test:

Date	Day	Preparation Time	Activity	Time Required for Test
Monday, January 13, 2003	1	20 minutes	Exploring the Theme • Activating Your Thoughts • Reading and Viewing Texts • Recording Ideas from Texts • Clarifying Thoughts with Others (Group Discussion) • Connecting Ideas Responding to Text Previewing the Writing Task	180 minutes
Tuesday, January 14, 2003	2	10 minutes	Planning and Developing a Text • Focusing the Task • Planning • Outlining and Drafting	60 minutes
Wednesday, January 15, 2003	3	10 minutes	Developing a Text (continued) • Revising, Editing and Beginning Final Copy	60 minutes
Thursday, January 16, 2003	4	10 minutes	Developing a Text (continued) • Completing the Final Copy and Proofreading Reflecting	60 minutes

Policies for Standards Tests

Principals and supervising teachers should be aware that *Policies and Procedures for Standards Tests* handbook has been distributed to all schools and is available on-line at http://www.edu.gov.mb.ca/ks4/assess/publications.html. This handbook outlines current policies and procedures related to the administration of standards tests and reflects the principles and guidelines contained in *Principles for Fair Student Assessment Practices for Education in Canada (1993).*

Adaptations

Schools are asked to identify and submit requests for test adaptations **at the time of student registration**. These requests should be submitted on the *Request for Adaptations Form* included with the registration package. Following departmental review of the adaptation requests received, schools will be advised of the department's decision regarding these requests (see *Policies and Procedures for Standards Tests*, Sections 4.0, 4.1 and 4.2).

Exemptions

Decisions for student exemptions that fall within the guidelines set out in *Policies and Procedures for Standards Tests* (Sections 5.0, 5.1 and 5.2) are made at the school level and do not require departmental approval. Schools are required, however, to report school-based exemptions on the *Student Exemption Report* included with the registration package. If additional student exemptions are needed after the registration deadline date, an additional *Student Exemption Report* should be submitted as soon as possible.

For exemptions that fall outside the parameters of policy and procedure guidelines, requests should be made **at the time of student registration**. Please submit requests in writing to Ernest Molgat, Director, Assessment and Evaluation Branch, 71–1567 Dublin Avenue, Winnipeg MB R3E 3J5.

Re-read provisions

As the reporting of individual student scores on locally marked standards tests is the responsibility of each local jurisdiction, the re-read policy for these tests is determined locally. Should a re-read be required for a test booklet that has been sent to the department as a part of the feedback marking process, the department will return a photocopy of the test booklet upon request. Please contact Gail Miko, Administrative Officer, at 945-5669, or toll-free at 1 800 282-8069, extension 5669.

Return of tests to students

Local jurisdictions decide whether to keep the test booklets or return them to students. The department will return the random sample of test booklets to schools within three months of marking.

Test confidentiality

Test materials must be kept secure and sealed until administration.

After each session, all materials are returned for safe-keeping to the secure area.

Test booklets must not be reproduced nor information from them communicated in any way until test administration is completed.

Student materials

Students may use the following materials during the Senior 4 English Language Arts Standards Test:

- HB pencil
- eraser
- blue or black pen
- highlighter pen
- English dictionary
- grammar handbook
- thesaurus

Students are not permitted to exchange materials during the test.

The following materials must **not** be used during the test:

- light coloured gel pens
- bilingual dictionary
- computer or electronic devise of any type

Students leaving the room

On Day 1 students are expected to remain in the room for a minimum of 90 minutes from the start of the test. For Days 2–4 students should remain in the room for a minimum of 45 minutes from the start of the session.

Students may leave before that time in exceptional circumstances such as illness.

Late arrivals

Students who arrive late should be allowed to enter the test room.

Late arrivals must be advised of the test rules. They may read your copy of the *Test Taking Rules* (Appendix 1, p. 19) before receiving their materials.

Student absences

At the teacher's discretion, a make-up session can be provided for a student who missed a test session. The teacher must supervise the make-up session and indicate on the Attendance Form that a make-up session occurred (see Appendix 4, p. 22). If a make-up session is offered after the scheduled test dates (January 13–16, 2003), the student's test result cannot be reported as a standards test result. The final mark for this student must be identified as a school-based assessment and evaluation practice only. (See *Policies and Procedures for Standards Tests*, section 6.1 and 6.2.)

Responding to student questions

Avoid making any directing/guiding comments during the test, other than those required for distribution of materials and instructions to students.

Explanations, translations, rephrasing, clarifying statements or comments of a similar nature are not to be provided about the test content.

If a student asks a question related to test content, a suggested response is, "I'm sorry. I can't answer your question. Do your best with it."

Suspected errors in printing or wording should not be communicated to students unless specific instructions are received from the Assessment and Evaluation Branch.

Violation of rules

The *Test Taking Rules* are read aloud to students by the supervising teacher immediately before the first day of the test (see Appendix 1, page 19).

Document any violation of rules on the *Supervising Teacher Report*. This documentation should include:

- the test booklet number; and
- a description of the circumstances, including available evidence.

The student may be permitted to complete the test.

The consequences of any violation of rules is a local decision.

Damaged or misprinted material

Students should be assured that they will not be penalized for any obvious error in printing or wording. Local marking co-ordinators will be advised of any known errors before the marking session. Return the unused damaged booklet(s) with the reports and forms being sent to the department immediately after the final test session.

On test administration date

If a damaged or imperfectly printed test booklet is discovered **at the start** of the test session:

- replace the defective test booklet with a new test booklet; and
- print "DAMAGED" on the test booklet cover and on the *Attendance Form*.

During test administration

If a damaged or imperfectly printed test booklet is discovered **during** the writing of the test:

- give the student a new test booklet (the student may keep the damaged test booklet);
- instruct the student to continue responding to test items in the new test booklet;
- collect both test booklets at the end of the test session;
- cross out the existing booklet number on the undamaged test booklet and change it to the original booklet number so that **all student responses are recorded under the original booklet number**;
- indicate on the *Attendance Form* that two booklets have been used for one student (see Appendix 4, page 22).
- record the defective test booklet number on the *Supervising Teacher Report*; and
- ensure both booklets are kept together by bundling with an elastic band.

Note: The student **must** complete the test in the replacement booklet. In subsequent session(s), the student may use the damaged booklet to refer to notes made prior to the error being discovered.

Responsibilities of School Principals

It is the responsibility of the principals to ensure that the tests are kept confidential until test administration is completed.

Other responsibilities are listed below.

If tests are not in your school by Tuesday, January 7, 2003:

- public school principals should contact their superintendent;
- principals of rural public schools, independent and band-operated schools should contact Gail Miko, Administrative Officer, at 945-5669, or toll-free at 1 800 282-8069, extension 5669.

Note: Due to time constraints for this semester, rural public schools will receive their test materials directly from the Assessment and Evaluation Branch.

Use the *Packing List* to confirm that all materials have been received. Count the shrink-wrapped test booklets to ensure that there are enough booklets for the number of students writing the test. Keep the shrink-wrapped test packages unopened until the morning of the test. If additional test materials are needed, immediately contact Gail Miko, Administrative Officer (at 945-5669, or toll-free at 1 800 282-8069, extension 5669).

Store test materials in a secure area in the school.

Provide supervising teachers with a listing of the Manitoba Education and Youth (MET) numbers for the students registered to write the test. Call the Professional Certification and Student Records Unit at 1 800 667-2378 to obtain MET numbers for new students.

Make arrangements to meet the requirements of the adaptations approved for your students (see Adaptations, page 3 and *Policies and Procedures for Standards Tests*, Sections 4.0, 4.1 and 4.2).

Co-ordinate test scheduling and space requirements.

Minimize the frequency of school announcements during the test sessions.

Ensure that a replacement supervisor is available as needed.

Provide the test materials to the supervising teacher on each morning of the test.

Complete the *Principal Feedback Form* before the end of the final test session.

Advise the Assessment and Evaluation Branch of school closures or suspended school bus transportation services that occur on the test date(s) as a result of unusual or extenuating emergency circumstances or extreme inclement weather conditions. Please contact Cheryl Cline Abrahams or Shelley Hasinoff, Assessment Consultants, at 945-5008 or 945-2932 or toll-free at 1 800 282-8069, extension 5008 or 2932.

Responsibilities of Supervising Teachers

Supervising teachers administer the test using the step-by-step procedures outlined in the following section ("Checklist of Procedures") in this manual.

Points to Remember

- Remain in the classroom throughout the entire test session and engage in work solely related to the duties of supervising the test.
- Due to the length of the session on the first day, a replacement supervisor must be on standby in the event you must leave the room.
- Store all documents not in use in a secure area in the school.
- Ensure that once a booklet number has been assigned to a student, all materials distributed to that student have the same booklet number.
- Students may **not** have access to their test booklets between sessions, and may **not** bring anything produced outside of class into the test sessions.
- *Draft Paper* (tear-out) are located at the end of the *Process Booklet*.

In the "Checklist of Procedures", a shaded area indicates the step is not applicable for that session.

Checklist of procedures

	Advance preparations
	1. Check with your principal to ensure that:
	– appropriate scheduling and space allocation for the test has occurred.
	– the test materials itemized on the *Packing List* have been inventoried.
	– a replacement supervisor is on standby as needed.
	– arrangements have been made to accommodate the adaptations approved for students.
	– a list of MET numbers for students writing the test is available.
	2. Ensure that all subject-related materials have been removed from the walls and boards.
	– Notify students in advance of the:
	– time, location and duration of each test session.
	– materials needed to write the test.
	– *Test Taking Rules* (see Appendix 1, page 19).
	– requirement to remain in the test session for at least 90 minutes on Day 1 and 45 minutes for Days 2–4.
	3. Ensure that you have extra supplies and that there is a functioning pencil sharpener and stapler in the room. Students must not exchange materials during the test.
	4. Review the sample forms in the Appendices.

Day 1	Day 2	Day 3	Day 4	**Prior to test session**
				1. Ensure that your materials are available:
				– *Packing Lists*
				– *Process Booklets* **Note:** *Draft Paper* are located at the back of the *Process Booklet* and may be torn out for use.
	▨	▨	▨	– *Reading Response Booklets*
				– *Extra Pages*
				– *Attendance Forms* (enclosed with shrink-wrapped test booklets)
				– *Student Registration Update Form*
				– extra copies of test booklets (four extras + teacher copy) **Note:** Optional follow-up activities are enclosed in the package of extra *Process Booklets*.
	As Required			– *Demographic Data Forms*
				– *Supervising Teacher Report(s)*
				– *Supervising Teacher Feedback Form(s)*
	▨	▨	▨	– *Principal Feedback Form* (this must be given to the principal and collected before returning materials)
				– *Administration Manual for Supervising Teachers* (this document)
				– MET numbers for students who enrolled after September 30, 2002
▨	▨	▨		– Xpresspost Flexipack (for schools outside the city of Winnipeg) for return of materials to the Assessment and Evaluation Branch
	▨	▨	▨	2. Count the number of Senior 4 English Language Arts Standards Test booklets. The number of test booklets should equal the number requested by the school plus the additional booklets. The number of booklets should also be identical to the number on the *Packing List*. If you need to split a bundle of booklets between classrooms, make a photocopy of the *Attendance Form* enclosed with the bundle. **On your copy**, cross out the test booklet numbers that are not used in your classroom. Forward the unused booklets and the copy of the *Attendance Form* to the other supervising teacher.
				3. Arrange the desks so they are spaced as far apart as possible (except during the group discussion on Day 1).
				4. Remove the following from the envelope labelled "Demographic Data Forms":

Day 1	Day 2	Day 3	Day 4	
				– pre-printed *Demographic Data Forms* in alphabetical order for every student who was enrolled in a Senior 4 ELA course as of October 15, 2002 (see Appendix 2, page 20). Ensure that the school name appearing on the pre-printed forms is accurate; and – generic *Demographic Data Forms* to provide information for students who transferred to the classroom after October 15, 2002, and who are scheduled to write the test (see Appendix 3, page 21).] **Note:** Only **one** *Demographic Data Form* should be completed for each student. If a pre-printed *Demographic Data Form* exists for a student, that is the form that should be used. Do **not** complete a generic *Demographic Data Form* for that student.
				Beginning the test session
				1. Distribute:
				– *Process Booklet*
As Required				– *Extra Page(s)*
	As Required			– *Demographic Data Forms*
				2. Ensure that each student receives the correct test booklet by verifying that the test booklet number corresponds to the student name recorded on the *Attendance Form.*
				3. Tell students that while they are working you will:
	▨	▨	▨	– be circulating the *Attendance Form* so they can print their names beside their test booklet number.
			▨	– write the time and location of the next test session on the board.
	▨	▨	▨	4. Ask students to read the instructions for completing the *Demographic Data Forms* and direct them to print and shade in all the information requested. The instructions are found on the top left hand corner of the forms. (See Appendices 2 and 3, p. 20 and 21). Remind students of the importance of accurately recording the program (English, French Immersion, or Français) they are now in on the generic *Demographic Data Form.* If any information indicated on the pre-printed *Demographic Data Form* is incorrect, instruct students to cross it out and write in the correct information.
				5. Collect the *Demographic Data Forms.*
				6. Read aloud the *Test Taking Rules* to students (Appendix 1, page 19).
				7. Remind students to:
				– pace themselves in writing the test.
				– check over their work to ensure that all questions have been attempted.
	▨	▨	▨	8. Ask students to turn to page 2 of the *Process Booklet* and follow along as you read aloud this *Overview* page.
				9. Instruct students to begin.

Day 1	Day 2	Day 3	Day 4	
				During the test session
	As Required			1. Supervise the completion of the *Attendance Form* by ensuring that students print their name beside their test booklet number. Under "Student Attendance During Test Sessions", record a "✓" for present. The names of absent students should be written on the *Attendance Form* so that these students will have a booklet number for subsequent sessions of the test. Indicate that the student is absent by recording an "A" on the *Attendance Form* (see sample *Attendance Form*, Appendix 4, page 22). **If a make-up session is offered during January 13–16 remember to record an "M" beside the "A" on the *Attendance Form*.** **Note:** This is the only record connecting students' identities to their test booklets.
	▨	▨	▨	2. Assign students randomly into small groups of four or five when one hour of the first session has elapsed. Advise them that they have 20 minutes for the group discussion, and they should turn to page 25 of the *Process Booklet*.
	▨	▨	▨	3. Distribute the *Reading Response* Booklets while students are completing "Connecting Ideas". Use the *Attendance Forms* to ensure that students are receiving *Reading Response Booklets* with the same booklet number as their *Process Booklet*.
▨				4. Ensure that each student absent for the first test session completes a *Demographic Data Form*.
	As Required			5. Verify that all the information on each *Demographic Data Form* is accurately printed and shaded. Place all used forms in numerical order followed by any unused forms in the labelled envelope provided. Do not use elastic bands, staples or paper clips on these forms as they may damage the sheets. Do not seal the envelope.
				6. Half an hour before the end of the test session, advise students of the amount of time remaining by writing on the board every 10 minutes.
				Ending the test session
▨			▨	1. Ensure that the *Draft Paper* is placed inside the front cover of the *Process Booklet* between test sessions.
				2. Collect test booklets from each student.
				3. As students submit their test materials, ensure that each test booklet number matches the information on the *Attendance Form* and the *Demographic Data Form* (e.g., cross-reference student name and test booklet number). Each student must have the same booklet number on all test materials.
				4. Ensure that *Extra Pages* (if used) are stapled at the appropriate question.
▨	▨	▨		5. Staple the *Draft Paper* inside the back cover of the *Process Booklet*.
	▨	▨		6. Place a check "✓" on the *Attendance Form* in the "*Reading Response Booklet* Submitted for Local Marking (Day 1)" and the "*Process Booklet* Submitted for Local Marking (Day 4)" columns.
				7. Stack the test booklets in numerical order.

Day 1	Day 2	Day 3	Day 4	
	▨	▨		8. Ensure that the number of check marks in the "Booklet Submitted for Marking" column on the *Attendance Forms* matches your count of the booklets for submission.
				9. Complete the *Supervising Teacher Report*. Note any unusual circumstances on this report.
▨	▨	▨		10. Record and shade in the appropriate Reason Code on the pre-printed *Demographic Data Form* for all students who were absent on all four days of the test (see Appendix 2, page 20).
As Required				11. Record and shade in the appropriate Drop-in Code on the generic *Demographic Data Form* for those students who were not included at the time of registration but were present to write the test (see Appendix 3, p. 21). **Note:** Students that were registered but did not provide an MET number at the time of registration do not require a drop-in code.
▨	▨	▨		12. Complete the *Student Registration Update* form only for those students who were not included in the registration and were absent for all four days. Be sure to include a **Drop-in Code** and a **Reason Code** for each absence (see Appendix 5, p. 23). Do **not** complete a generic *Demographic Data Form*.
▨	▨	▨		13. Make one copy of the *Attendance Forms* and *Supervising Teacher Report* to be retained by the school. If a centralized marking model is used, make a second for use at the marking site.
▨	▨	▨		14. Collect the *Principal Feedback Form*.
				15. Complete the *Supervising Teacher Feedback Form*.
				16. Return all test booklets and other test-related materials to the **secure** area in the school.
▨	▨	▨		17. Send materials according to the instructions on the following pages.

Submitting Materials (the end of the test)

If a centralized marking model is used, it is essential that the following materials are packaged and forwarded to the local marking site immediately after completion of the test.

- **All used** test booklets;
- Copy of the *Attendance Forms*; and
- Copy of the *Supervising Teacher Report*.

All other documentation should be verified and returned to the Assessment and Evaluation Branch after the final test session.

- *Attendance Forms*;
- **All** *Demographic Data Forms*;
- *Student Registration Update Form*;
- *Supervising Teacher Report*;
- *Supervising Teacher Feedback Form*;
- *Principal Feedback Form*; and
- **All** damaged or misprinted booklets.

Schools in the City of Winnipeg return their envelopes to the Assessment and Evaluation Branch via Mid-Canada Courier (668-5852). The person placing the call quotes the **account number E901** and gives the school name, address and his/her name as a contact person.

Schools outside the City of Winnipeg return their envelopes to the Assessment and Evaluation Branch by using the Xpresspost Flexipack provided and taking it to the post office.

Submitting Materials by Friday, February 7, 2003 (after local marking)

NEW!

When local marking is done at a central location, the Local Marking Co-ordinator is responsible for sending the materials to Assessment and Evaluation. When local marking is done at the classroom level, the teacher is responsible for sending the materials to Assessment and Evaluation.

After local marking has been completed, prepare a package for return to Assessment and Evaluation no later than Friday, February 7, 2003.

The package must include:

- **All** *Reading Response Booklet* Marker Sheets and *Process Booklet* Marker Sheets;
- Test booklets requested by the department for the feedback marking;
- *Sample Request List*; and
- *Local Marking Co-ordinator Feedback Form*.

Jurisdictions within the City of Winnipeg send packages directly to the Assessment and Evaluation Branch via **Mid-Canada Courier (989-5650)**. The person placing the call should quote **account number E901**, give the jurisdiction name, address, and the name of the contact person.

Jurisdictions outside the City of Winnipeg return their package by Xpresspost. It is very important to package all materials in the **one Xpresspost Flexipack** provided whenever possible.

After the package is sealed, deliver it to the local post office.

We have provided sufficient materials for the return of **one** envelope/package. If you must send a second envelope/package, photocopy the mailing address label and affix the copy to the second package. Note that you must use a photocopy of the mailing address label as it provides Canada Post with billing information. Ask the postal clerk for an additional bar code label to attach to the second envelope/package. Ensure that the school representative retains the bar code number in case tracing the package is required.

Appendices

Appendix 1: Test-taking Rules

Test-taking Rules: Days 1–4

The supervising teacher is expected to read these rules aloud to students at the beginning of the first session (Day 1):

- Each time you are given a test booklet, check that it is the correct one. The 5 digit ID number at the top right hand corner of the page must always be the same.
- If you receive a damaged or imperfectly printed booklet, return it to receive another booklet. If you have begun working in your booklet before you encounter a misprint or damage, you may keep both booklets.
- For the first session you will not be permitted to leave the test room until 90 minutes of test time has elapsed. For Days 2 through 4, you should remain in the room a minimum of 45 minutes. You may leave before that time only in exceptional circumstances such as illness.
- To write the test you may use an HB pencil, eraser, highlighter pen, blue or black pen, English dictionary, thesaurus and grammar book. No other materials are permitted. Do not exchange test materials.
- With the exception of the group discussion, you are not to speak to other students during the test. You will not give assistance to, nor receive assistance from, another student. If you require something during the test, raise your hand and I will come to you.
- Do not request explanations about the content of the test.
- Do **not** identify yourself or your school, teacher or town in your test booklet.
- You may not discard any materials. Any *Extra Pages* or *Draft Paper* that you use will be stapled into your booklet.
- You may **not** leave the room with any materials pertaining to the test.

Appendix 2: Sample Pre-printed Demographic Data Form

DEMOGRAPHIC DATA FORM

SENIOR 4 ENGLISH LANGUAGE ARTS STANDARDS TEST – JANUARY 2003 1

School **9999 Somewhere School** Program **ENGLISH**

Name **Smith, Robert**

Birth Date **1989-07-27** Provincial Student Number **101010101**

INSTRUCTIONS TO THE STUDENT:

1. Use an HB pencil only. Do not use ink, ball point or felt tip pens.
2. Write and shade in the **Booklet Number** and shade in the **Course Information.** Shade each circle completely.
3. Erase cleanly any marks you wish to change.
4. Do not mark other areas on this form.

Booklet Number

☐	☐	☐	☐	☐
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○
○	○	○	○	○

FOR TEACHER USE ONLY:

Write and shade in the **Reason Code** if the student is absent for all test sessions. Please see list of reason codes and instructions enclosed.

Reason Code

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Course Information

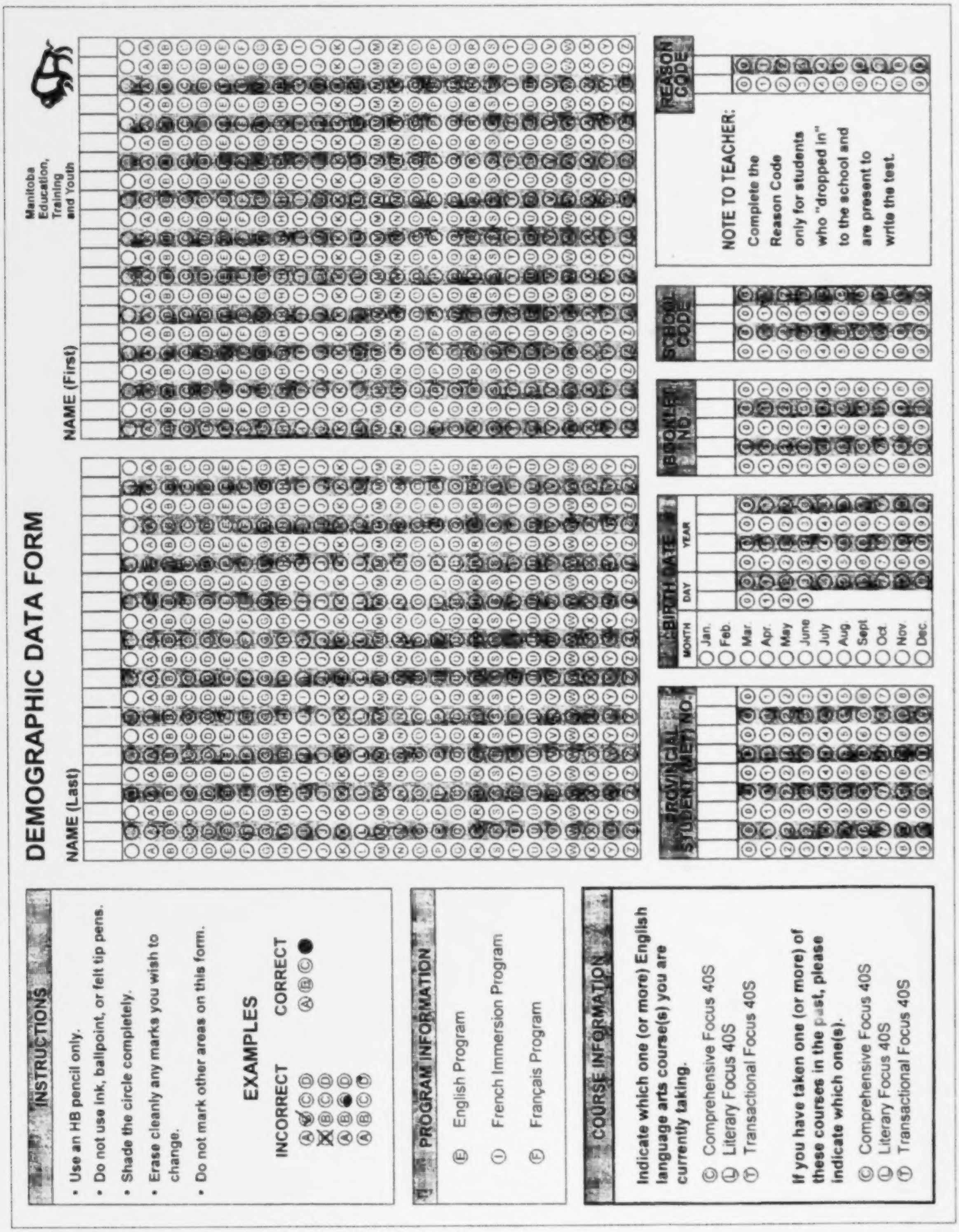
Indicate which one (or more) English language arts course(s) you are currently taking.

○ Comprehensive Focus 40S
○ Literary Focus 40S
○ Transactional Focus 40S

If you have taken one (or more) of these courses in the past, please indicate which ones.

○ Comprehensive Focus 40S
○ Literary Focus 40S
○ Transactional Focus 40S

Appendix 3: Sample Generic Demographic Data Form



DEMOGRAPHIC DATA FORM

Manitoba
Education,
Training
and Youth

NAME (Last)

NAME (First)

INSTRUCTIONS

- Use an HB pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Shade the circle completely.
- Erase cleanly any marks you wish to change.
- Do not mark other areas on this form.

EXAMPLES

INCORRECT

CORRECT

PROGRAM INFORMATION

Ⓔ English Program

Ⓘ French Immersion Program

Ⓕ Français Program

COURSE INFORMATION

Indicate which one (or more) English language arts course(s) you are currently taking.

Ⓒ Comprehensive Focus 40S
Ⓛ Literary Focus 40S
Ⓣ Transactional Focus 40S

If you have taken one (or more) of these courses in the past, please indicate which one(s).

Ⓒ Comprehensive Focus 40S
Ⓛ Literary Focus 40S
Ⓣ Transactional Focus 40S

PROVINCIAL STUDENT (MET) NO.

BIRTH DATE

MONTH DAY YEAR

○ Jan.
○ Feb.
○ Mar.
○ Apr.
○ May
○ June
○ July
○ Aug.
○ Sept.
○ Oct.
○ Nov.
○ Dec.

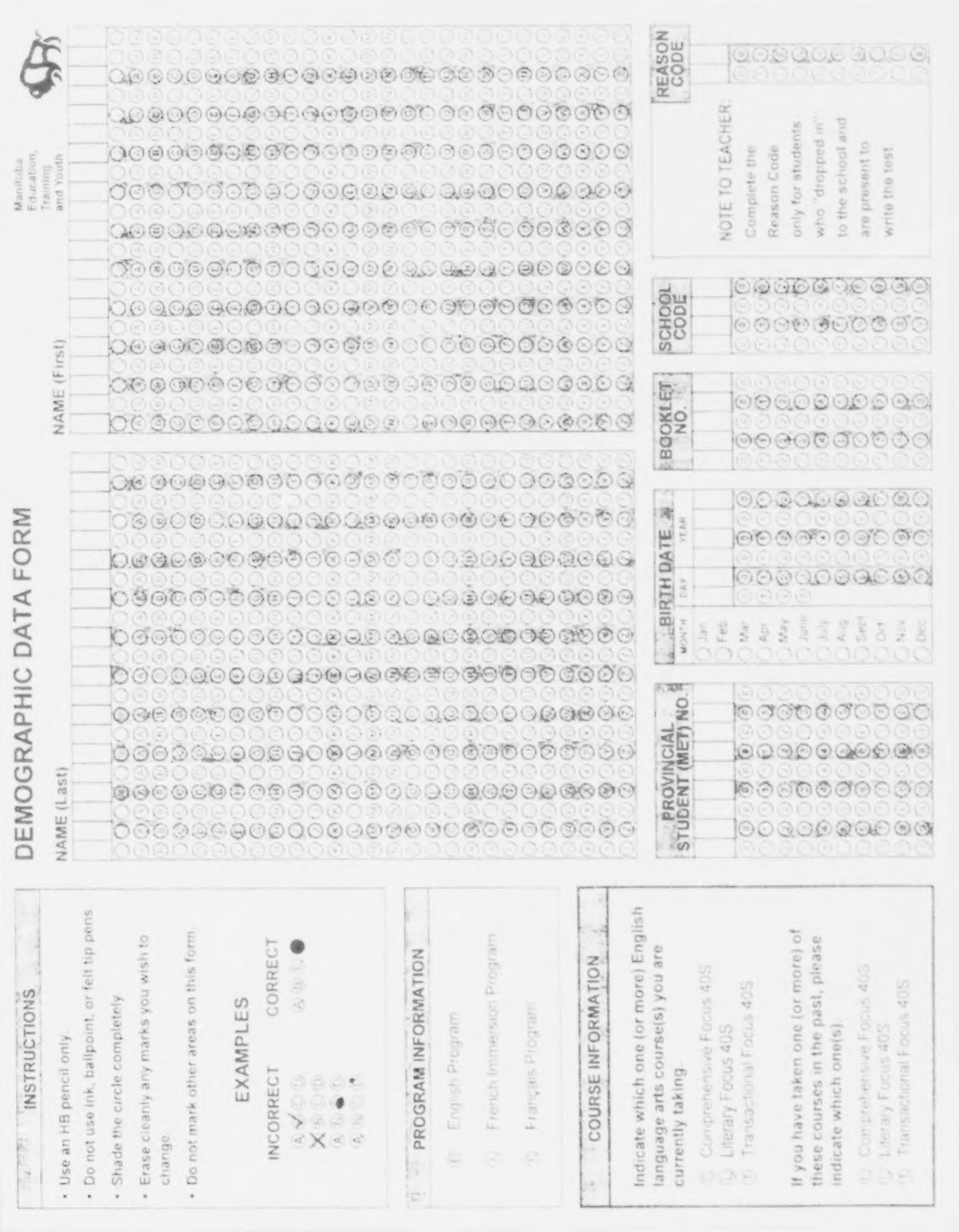
BOOKLET NO.

SCHOOL CODE

REASON CODE

NOTE TO TEACHER:
Complete the Reason Code only for students who "dropped in" to the school and are present to write the test.

Appendix 3: Sample Generic Demographic Data Form



Manitoba Education, Training and Youth

DEMOGRAPHIC DATA FORM

NAME (Last)

NAME (First)

INSTRUCTIONS

- Use an HB pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Shade the circle completely.
- Erase cleanly any marks you wish to change.
- Do not mark other areas on this form.

EXAMPLES

INCORRECT

CORRECT

PROGRAM INFORMATION

(E) English Program

(I) French Immersion Program

(F) Français Program

COURSE INFORMATION

Indicate which one (or more) English language arts course(s) you are currently taking.

(C) Comprehensive Focus 40S

(L) Literary Focus 40S

(T) Transactional Focus 40S

If you have taken one (or more) of these courses in the past, please indicate which one(s).

(C) Comprehensive Focus 40S

(L) Literary Focus 40S

(T) Transactional Focus 40S

PROVINCIAL STUDENT (MET) NO.

BIRTH DATE

MONTH DAY YEAR

Jan
Feb
Mar
Apr
May
June
July
Aug
Sept
Oct
Nov
Dec

BOOKLET NO.

SCHOOL CODE

REASON CODE

NOTE TO TEACHER:
Complete the Reason Code only for students who "dropped in" to the school and are present to write the test.

Appendix 4: Sample Attendance Form

Page _____ of ______

School Number 9999 («SCHOOL_EMP_DIV»)

Somewhere School
Somewhere Address
Somewhere MB R0R 0R0

ATTENDANCE FORM—JANUARY 2003

Senior 4 English Language Arts Standards Test

Booklet Number	Student Name (Please Print)	Program*	Student Attendance During Test Sessions				*Reading Response Booklet* Submitted for Local Marking (check ✓)	*Process Booklet* Submitted for Local Marking (check ✓)	For Dep't Use Only
			Day 1	Day 2	Day 3	Day 4			
10001	Sandra Wong	E	✓	A^M	✓	✓	✓	✓	
10002	Kevin Melnychuk	E	A^M	A^M	A^M	✓		✓	
10003	DAMAGED								
10004	Dallas Severn	I	✓	A	✓	✓	✓	✓	
10005	Manuel Sousa	I	✓	✓	✓	✓	✓	✓	
10006	Robert Smith	E	✓	✓	✓	✓	✓	✓	
10007	Julie Curtis	I	A^M	A	✓	A	✓		
10008	Used with 10005 (damaged)								
10009	UNUSED								
10010	~~UNUSED~~ Used in another classroom								

Note: *For each session, record a "✓" for Present or an "A" for Absent.*
An "A^M" indicates a student was Absent and a make-up session was held later.

Mr. Jim Mederski
Supervising Teacher's Name (please print)

(204) 123-4567
Phone Number

Please ensure that copies of these forms are retained for your records. You will need this form to link your locally marked test with a student's name.

** English (E.), French Immersion (I), Français (F)*

Appendix 5

List of Reason Codes to Record Changes in Standards Test Student Registration Numbers

(Please use these codes to complete the *Student Registration Update Form* when returning to the Assessment and Evaluation Branch in January 2003.)

Absent	
01	arrived too late to write the test
02	did not write due to weather
03	family/personal reasons
04	medical/illness/accident
05	out-of-town activity (athletic/academic)
06	religious objections
07	student refused to write
08	unexcused
09	working
19	other (please specify)

Withdrawn	
22	dropped course
23	incarcerated/court
24	medical/illness/accident
25	family/personal reasons
26	poor attendance/progress
27	quit school
29	other (please specify)
Incomplete	
40	continuing course/program next semester
41	no work completed
49	other (please specify)

Errors in Registration	
20	changed program
21	deceased
50	already has credit
51	auditing the course
52	exchange student
53	registered twice
54	quarter system projected registration
55	registered in wrong grade
59	other (please specify)

Exemptions	
60	emotional/psychological condition or circumstances
61	"M" credit designation
62	"E" credit designation
63	"phase d'accueil—bloc intensif" designation
69	other (please specify)

Drop Ins	
70	forgotten on original test registration
71	late registration to course
72	transferred in from another school/province/country
73	re-write (not currently enrolled)
79	other (please specify)

Migrancy	
90	transferred to another school within the province
91	transferred to another school outside of the province
99	other (please specify)

For Office Use Only

Bundle # ______

Senior 4
English Language Arts
Standards Test

Marker #1

Marker #____________

Team #____________

Marker #2

Marker #____________

Team #____________

Process Booklet

January 2003

Manitoba
Education
and Youth

Copyright © 2002, the Crown in Right of Manitoba,
as represented by the Minister of Education and Youth.
Manitoba Education and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5.

Time Time

Table of Contents

Overview 2

Sequence of Activities 3

DAY 1 4

- Exploring the Theme 5
  - Activating Your Thoughts 5
  - Reading and Viewing Texts 6
  - Recording Ideas from Texts 24
  - Clarifying Thoughts With Others 25
  - Connecting Ideas 26
- Responding to Text 28
- Writing Task 29

DAY 2 30

- Planning and Developing a Text 31
  - Focusing the Task 31
  - Planning 32
  - Outlining and Drafting 34

DAY 3 35

- Revising and Editing, and Beginning Final Copy 35

DAY 4 36

- Completing the Final Copy and Proofreading 36
- Reflecting 44

Acknowledgements 46

Draft Paper (tear out) 47

Overview

You are beginning the Senior 4 English Language Arts Standards Test on the theme *Time*. The test provides texts and test activities for students in the Senior 4 Comprehensive Focus, Literary Focus, and Transactional Focus courses.

Test Activities

You will be involved in a variety of test activities over four days.

Day 1 is a three-hour session in which you will explore the theme, read texts, participate in a small group discussion, complete tasks and respond to texts. You will also preview the writing task that you will work on over the three remaining days.

Day 2 is a one-hour session in which you will plan, outline and draft your own text for the writing task.

Day 3 is a one-hour session provided for revising and editing your text and beginning the final copy.

Day 4 is a one-hour session in which you will complete the final copy of your text and write reflections on the test process.

The flow chart on page 3 outlines the sequence of activities, marks and the time allocated for each activity.

All work is to be completed independently, except for the group discussion on Day 1.

◄–You may go forward or back to any section of this *Process Booklet* during the test process.–►

Student Test Booklets

You will use two booklets for the test:

- this *Process Booklet* (Days 1 to 4)
- *Reading Response Booklet* (Day 1 only)

Draft Paper is provided at the end of this booklet for your rough draft work (Day 2). *Extra Pages* are available if you require them for any of the test activities.

You may highlight, underline or make notes in any of the texts.

All test materials must be submitted at the end of each session. No materials other than those listed below may be brought into the classroom.

Student Supplies

You will need a black or dark blue ink pen, HB pencil, highlighter and eraser. You may use an English dictionary, thesaurus and grammar handbook during all components of the test. Computers, computer software or electronic devices of any kind are **not** to be used.

Sequence of Activities

Day 1

3 hours

Exploring the Theme		
• Activating Your Thoughts • Reading and Viewing Texts • Recording Ideas from Texts		60 minutes
• Clarifying Thoughts with Others (Group Discussion)		20 minutes
• Connecting Ideas	10 marks	20 minutes
Responding to Text	30 marks	75 minutes
Previewing the Writing Task		5 minutes

Submit all materials

Day 2

1 hour

Planning and Developing a Text	
• Focusing the Task	
• Planning	10 marks
• Outlining and Drafting	

Submit all materials

Day 3

1 hour

Developing a Text (continued)

- Revising and Editing, and Beginning Final Copy

Submit all materials

Day 4

1 hour

Developing a Text (continued)	
• Completing the Final Copy and Proofreading	40 marks
Reflecting	10 marks

Submit all materials

Day 1

3 hours

Exploring the Theme		
- Activating Your Thoughts		60 minutes
- Reading and Viewing Texts		
- Recording Ideas from Texts		
- Clarifying Thoughts with Others (Group Discussion)		20 minutes
- Connecting Ideas	10 marks	20 minutes
Responding to Text	30 marks	75 minutes
Previewing the Writing Task		5 minutes

◄–You may go forward or back to any section of this booklet during the test process. –►

Exploring the Theme

Activating Your Thoughts

Consider the following expressions about time. In the space below, jot down ideas, thoughts, feelings or experiences that you associate with them.

Time is on your side.

You're running out of time.

Time flies.

He's living on borrowed time.

Time stood still.

Time of your life.

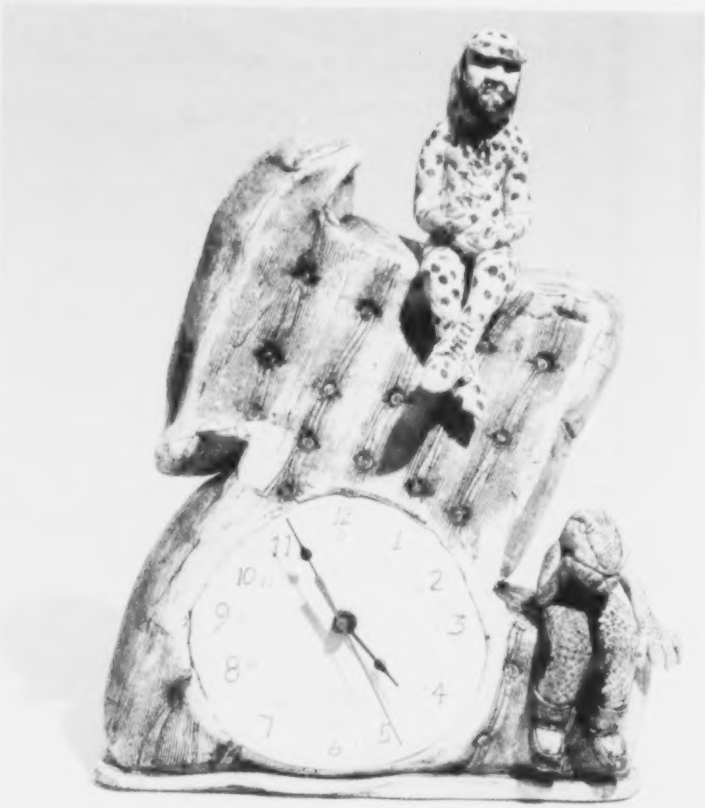
Time heals all wounds.

Reading and Viewing Texts

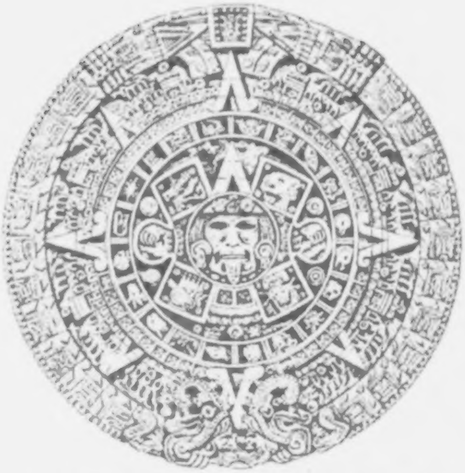
Read and view the following pages (6–23). While you read, jot down in the margins any ideas, questions, comments or reactions you have, and highlight sections that you find important or interesting. You will share your ideas with others later.

Catriona LeMay-Doane smashed the 500 m world record, becoming the first woman to skate under 38 seconds. (Reuters)

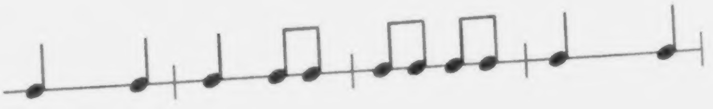
Tomorrow, and tomorrow and tomorrow...
Creeps in this petty pace from day to day
To the last syllable of recorded time...
– Macbeth, *Shakespeare, Act V Scene V*



Jordan Van Sewell, The Big Z, 1981



This Aztec calendar, which is carved in stone, maps the passage of time and structure of the universe in a non-linear and highly complex manner.



A stitch in time
saves nine.

ALASKA
907
YUKON
867
NORTHWEST TERRITORIES
867
NUNAVUT
867
ATLANTIC
NEWFOUNDLAND
LABRADOR
709
PACIFIC
MOUNTAIN
CENTRAL
EASTERN
QUEBEC
418
819
780
ALBERTA
403
BRITISH COLUMBIA
250
604
SASKATCHEWAN
306
MANITOBA
204
807
ONTARIO
705
613
519

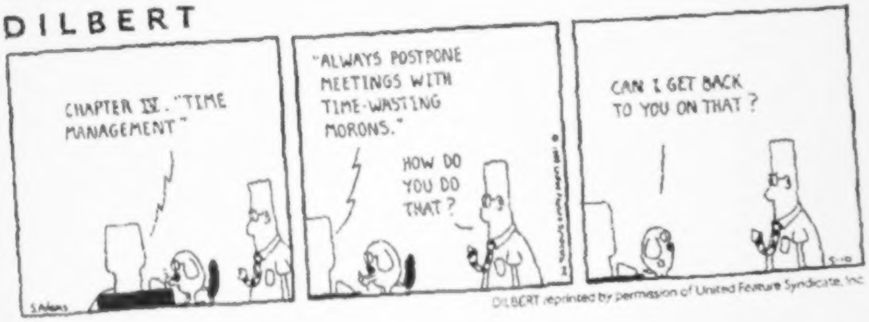
Time Zones

Because I could not stop Death,
He kindly stopped for me;
The carriage held but just ourselves
And Immortality.

We slowly drove, he knew no haste,
And I had put away
My labor, and my leisure too,
For his civility.

Emily Dickinson

CARPE DIEM!
(SEIZE THE DAY!)

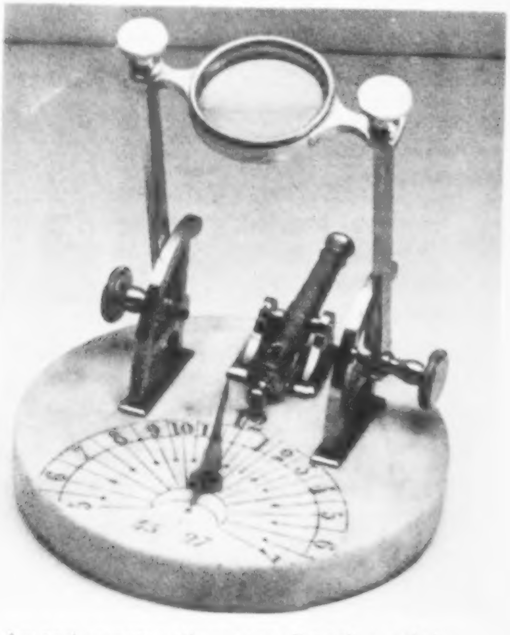

DILBERT
CHAPTER IX. "TIME MANAGEMENT"
"ALWAYS POSTPONE MEETINGS WITH TIME-WASTING MORONS."
HOW DO YOU DO THAT?
CAN I GET BACK TO YOU ON THAT?
S.Adams

DILBERT reprinted by permission of United Feature Syndicate, Inc.

MECHANICAL WATCH

jewel
strap
escape wheel
fourth wheel
hairspring
third wheel
center wheel
crown
ratchet wheel
winder
click

"To everything there is a season,
and a time unto every purpose."
Ecclesiastes 3:1



An early nineteenth century French sundial with a miniature canon that could be loaded and at noon would fire. The noon sun's rays, concentrated by the shaped glass, ignited the powder in the hole near the breech of the canon.

SLOW DOWN!

What's the Rush?

by Andrew Scott

TEN DAYS. YIKES, I've only got 10 days to write this article on rushing. I don't know if I can finish it by then. I need to do a bunch of interviews right away. Maybe a trend watcher can see why we rush—no, maybe a physician or psychologist can say how racing around day after day affects body and soul. And where will I find the people who're rushed? Will they be too busy to talk to me? Oh, boy. This could be tough.

Background, I need background. Quick, the Internet. MetaCrawler to the rescue. OK, now what have we got on rushing? A look at the on-field accomplishments of Emmitt Smith. Arrgh! I need stuff on busy, busy, busy—not NFL stats. How am I going to find them? I'll have to work on the weekend. But I can't work this weekend. I promised Katherine I'd go hiking with her. I said I'd fix the drooping eavestrough. If I put that off again I'll be in deep trouble.

We need to **ask ourselves**:
Why am I in a **hurry**? Is there really a **good reason**?

And I just remembered. I meet Tony on the 12th. Forget about working that day. Then there's a festival meeting on the 14th and that stupid recreation committee the following afternoon. And . . . arrgh! My monthly newspaper column is due on the 18th. I can feel the pressure building already: the pounding heart, the racing mind, tightness in the chest, panic. I hope this isn't going to be one of those killer deadlines.

Most Canadians, surely, know the feeling of being rushed. Modern life seems stuck on fast forward.

What do we mean by rushing, exactly? Webster's defines rush as "to move or act rapidly." To hurry, in other words. But there's nothing particularly neurotic about that, is there? Sometimes it's vital to move or act rapidly. The dictionary's other entries for rush, however, are more revealing: "a great flurry of activity or press of business", "general haste or busyness", "an anxious and impatient movement to get to or from a place."

The amount of time we spend rushing varies, of course. But even a few minutes here and a few minutes there add up to serious chunks of time.

"I'm rushing all the time," says Sarah Laing, a full-time Calgary librarian and mother of 11-year-old Claire. "I rush in the mornings, especially, getting everyone off for the day, feeding pets, making lunches. Sometimes when I get to work I feel like I've put in a whole day already."

Laing's not alone—almost everyone feels rushed at least once during the day, especially on workdays. And mornings, people agree, are when rush hour peaks.

Psychologists refer to the phenomenon of rushing as "time urgency." Gary Poole, head of the Health Psychology Research Group at Burnaby's Simon Fraser University, believes rushing is more habit than necessity. "We feel pressed and lose patience in traffic line-ups," he says, "even when we don't have anywhere to be."

Wolfgang Linden, a clinical psychologist and professor at the University of British Columbia, says rushing is driven by the evolving belief that we must do more in less time. "One of the things I keep telling people is that, unless there's an emergency, there's no real reason to rush."

Great advice but a little hard to follow. After all, we're taught to be slaves to time. I can almost hear the clock tick-tocking the seconds away to my next deadline or my next home improvement chore.

"Parents train their children to be workaholics," says Toronto's Lucille Peszat, director of the Canadian Centre for Stress and Wellbeing. "You'd better produce to get into university, that kind of thing. This is the norm now for society."

"People work more and longer hours than 10 or 20 years ago," says Kerry Daly, co-director of the University of Guelph's new Centre for Families, Work and Wellbeing. Daly, also the author of *Families and Time: Keeping Pace in a Hurried Culture*, says a growing work ethic, the increasing pressures of competition, globalization and down-sizing fuel this trend. "A lot of people are not only doing the job they were doing five years ago; they're also doing part of the job of the guy who was sitting next to them."

With so many of us doing the work of two people, is it any wonder we're always rushing? And even when we get away from our jobs, we go, go, go at home—with kids, community events, volunteering, and exercise.

Time-frazzled parents are in catch-up mode all the time, says Daly. "They do a kind of time triage every day, spending time scheduling time, making difficult decisions about what they're able to do the next day. Our children are becoming more scheduled, as well." Weekends are all shopping and housework. Unstructured family time at home is compromised.

Some argue technology has created our intolerance for anything slow. "Faxes, computers, e-mail and cellular phones all call out for an instantaneous response." says Daly. "They've heightened the pace and created this sense that things have to happen quickly. And we get very impatient as a result." The scary part is that life isn't likely to get any slower in the future.

The good news is some people—especially young ones—thrive on urgency.

No matter how **busy** things get, I take some **time** off to **relax** and have **fun**.

"I actually prefer ... time pressure, just because it makes things more interesting," says Jefferson Glapski, a finance manager with Canada Trust in Toronto. "There have been periods where I'm putting in 100-hour weeks. Your time is constrained, but you prepare for it by not doing other things. The secret is maintaining your discipline and staying in some kind of routine." Glapski believes he may even sleep better and more regularly when he's busy. "There's less tendency to procrastinate."

Hurrying can pay off, says SFU's Gary Poole. "Fast people get attention. We're much more likely to get a pat on the back if we can say that we did something quickly than if we say we did something slowly." Poole says North Americans worship competition. 'Coming first' matters. Being passed, even on the highway, means we are 'losing.' Certainly, sooner or later, we will each encounter genuinely stressful events. But by acting as if life were a constant race, we create artificial stresses that don't have to be there. We need to ask ourselves: Why am I in a hurry now? Is there really a good reason?

Rushing can be dangerous to physical and mental health. After 25 or 30 years of racing around most of us are burnt out. Pam Yokom of Toronto raised two children while she was an advertising and marketing executive. "I was fine when I was young," she recalls, "but as I got older I found I was less able to handle the pressure. Also, with all that frazzle came a lot of guilt, because I had many friends who didn't work full-time when their children were young."

Regular sleep patterns often go by the wayside when rushing becomes habitual. Many people suffer from stress headaches when they try to do too much. Others neglect nutrition and exercise. We eat poorly and on the run: fast food for fast people. Alcohol, cigarette and drug use may increase. Those close to us—family members, fellow workers—can also pay a price.

We're rarely around when you really need us, and when we are, we're frequently in crabby moods. "It's not that you don't want to have anything to do with your own kids," says Wolfgang Linden. "But you feel so many other pressures, you put them on the back burner."

Experts predict that by 2005 approximately 75 per cent of households will have internet access—with 75 per cent desiring high-speed connection @home.

Workplace stress has long been associated with cardiovascular disease. Linden, who counsels heart-disease patients, argues stress not only contributes to this form of illness, but also makes recuperation more difficult.

Poole adds: "Time urgency, in and of itself, might not be all that bad for our hearts unless it's combined with a sense of anger or hostility. Then we're doing ourselves cardiovascular harm."

When I'm rushed, my first feeling is fear: I'm terrified about missing a deadline, about being out of control, about failing. I hide my fear from myself by being irritable and snappish with others. It's an old pattern, learned in childhood. As soon as I realize I'm not getting anywhere, I often move on with life at a more relaxed pace. Deep down, I know I'm perfectly capable of dealing with whatever hurried challenges life presents me.

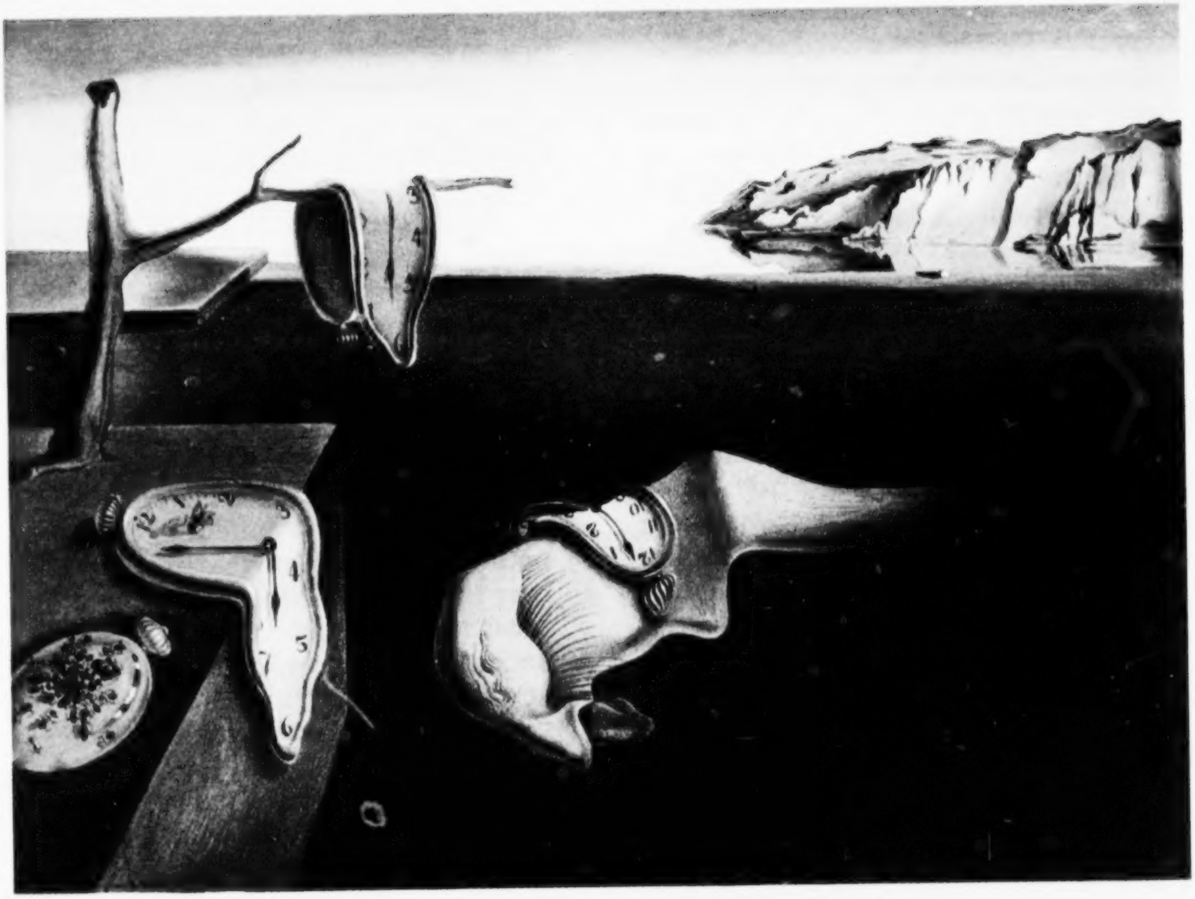
I'd learned—after years of journalism—many of the same techniques psychologists teach their clients. For instance, I use de-stressing procedures such as meditation to prepare myself for writing. No matter how busy things get, I take some time off to relax and have fun. I exercise regularly and eat well. I now realize I also use old-fashioned time-management techniques: listing priorities, doing the toughest tasks when I'm fresh, avoiding distractions, delegating where possible, and encouraging myself with incentives.

Most stress and "wellness" specialists go much further. Psychologists help people develop coping skills: assertiveness, organization, pragmatism. At the Canadian Centre for Stress and Wellbeing, Lucille Pezsat emphasizes the "six-second de-stresser," calming and relaxation techniques, and an altered approach to work and lifestyle routines. "We focus on attitude," she says. "Anger and guilt are not very useful to you, generally speaking. We teach values that will help rather than harm you." Businesses can help, too, by letting employees telecommute and work flexible hours.

Each person deals with time pressure in his or her own way. For Glapski, lifting weights is the best way to unwind after a tough day. Laing stares down the mounting housework and reads a book instead.

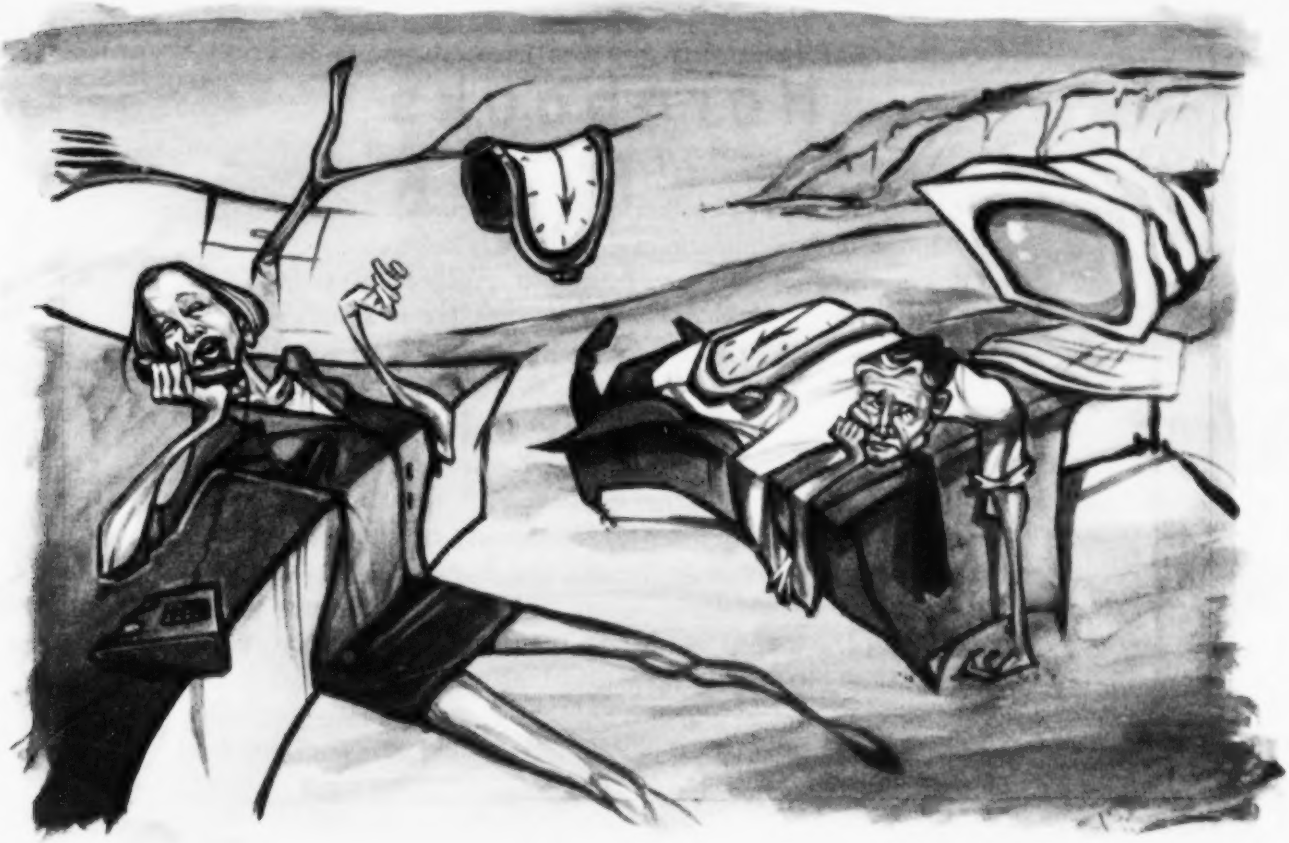
Daly recommends rebelling against time, speed and efficiency. "People need to find ways to block off periods of time," he says, "where they can do nothing and celebrate the fact that they're doing nothing." We need to revel, if only for a short while, in the experience of not being accountable to anyone, not having to be anywhere, not having to fit into any schedule.

For myself, while I may not yet be a true time revolutionary, I am proud to announce that this article did not involve a killer deadline, after all. Perhaps all the free advice I got helped soothe and relax me, because I finished with a minimum of fuss and with hours to spare. I didn't rush.



Salvador Dali, *The Persistence of Memory*, 1931.

THE GLOBE AND MAIL • SATURDAY, MAY 15, 1999



Kagan McLeod/The Globe and Mail (with apologies to Salvador Dali)

THE CRUNCH

The Hornbooks of Rita K

Robert Kroetsch

[hornbook #39]

As a small child I was puzzled by clocks. I studied the face of the large clock mounted on the wall in our kitchen, and I tried to understand how adults looked at that face and then said to each other: The train is late today. The roast should be done by now. It's time the children took their baths.

The face of the clock was a hieroglyphic I could not penetrate. I studied the slow pointing of the hands from number to number. I had learned the numerals well enough so that I might read them up to twelve. But how did those numerals tell people to wash their faces and comb their hair? How did that circle of motionless numbers tell people to say goodbye to each other and go out into the dark and the cold of the night?

Temporal Behaviors

Carel Germain

Time, like physical and spatial aspects, is an important dimension of both physical and social settings. It takes time to grow and develop, and it takes time to learn. One must have time for solitude and time for interaction, as well as time to develop ways of coping with stress. Actually the experience of time has biological, social, psychological, and cultural dimensions. Like other forms of life, human beings have certain biological rhythms, or what are often called *biological clocks*. We are aware of some, such as respiration and pulse, while others are outside of awareness. All have been entrained in human beings over evolutionary time in consonance with rhythmical aspects of the physical environment. Hence some rhythms are entrained to day and night, or twenty-four-hour cycles (circadian rhythms), and others to monthly, seasonal, and annual planetary cycles. Many of our ways of life in contemporary society, such as the long flights made by flight personnel over a prolonged period (causing jet lag in bodily systems), as well as night or rotating shifts in workplaces, are life stressors. They violate biological rhythms, cause physiological and perhaps psychological stress, and may lead to dysfunction.

Social time refers to such matters as standard and daylight time; hourly, daily, weekly, semimonthly, or monthly pay periods; rental and leasing arrangements; work shifts and vacation schedules; organizational hours of service; travel schedules; and so on. Psychological time refers to differences in how the passage of time is experienced, depending on age, feeling states, and physical and mental condition. Time's passage is experienced by children as slow, stretching out endlessly, and by the elderly as accelerating rapidly. The elderly also tend to reckon time in terms of how much is left instead of how much lies ahead, as is the case with young adults. People who are physically ill and suffering from fever may experience short durations of time as long, so that it is hard for them to wait for attention or service.

Spiegel and Kluckhohn (1954) speculated that the temporal focus of human life is among the several universal problems to be solved by all societies. In their comparative analysis, they found that Spanish-Americans of the Southwest tend to emphasize present time, accepting each day for what it is. They pay little attention to the past and consider the future unpredictable. In the society of old China, ancestor worship and strong traditions tended to emphasize past time. Nothing new was expected to happen because present and future were only cycles of the past returning again and again. Middle-class Americans place a high value on change and the expectation of continuing progress, and thus they tend to emphasize future time. (This analysis, made in the 1950s, may be less accurate with respect to orientations today.)

Additionally, cultural attitudes toward time are often reflected in the language. In the English language, the clock "runs," but in Spanish, the clock "walks." "Such a simple difference as this has enormous implications for appreciating the differences in the behavior of English-speaking and Spanish-speaking persons" (Maxwell 1971:49), such as conceptions of punctuality, the sequence and pacing of events, and the rhythms of family life. English tenses build the linear structure of past-present-future into the language. Other languages may not use tenses at all, thus imposing a different temporal structure on their users. Speakers of English rely on spatial metaphors to describe time: time flows like a river, it unrolls like a carpet, it lies ahead or behind us, it is long or short. By contrast, some other languages use temporal metaphors to describe space: a village, for example, lies so many sleeps away from another. Freud, too, used temporal metaphors to describe the inner space of the psyche: repressed content, being unable to enter consciousness, remains unchanged over time; while the person moves on in time, elements of her or his inner space do not; and in Freud's concept of fixation, time is frozen, whereas in regression, time goes backward.

People develop temporal behaviours reflective of the biological, psychological, social, and cultural dimensions of time, and these behaviours become part of the social environment. Like spatial behaviours, they may be used to regulate togetherness and separateness, intimacy and distance, in social relations in community and family life.

The Funnel

Anne Szumigalski

There once was a young girl who was very good with her needle. That is to say, she could make almost anything that her mother suggested—providing she had the proper materials, of course.

And they prospered, the mother and the daughter, the mother buying the yard goods and the needles and the threads and taking in the orders, the daughter, she of the sharp eyes and the delicate fingertips, working on the fine stitching and pleating that the customers demanded.

One day, as the girl sat sewing in the garden as usual, a strange feeling came over her. No wonder she felt a little faint and dizzy: for the first time in her life an idea of her own had come to her mind. At last, at last a project of her own, and however long it took she was determined to bring it to be. She, who had always been in the habit of calling her mother every half hour or so to come and give her opinion on the delicacy of her embroidery or the almost invisible stitching of her hems, now fell silent. All afternoon she sat in the shade of the laburnum tree, bent over her work, without a single word passing her lips.

Several times her mother came to the garden door to make sure that the girl was not dozing in the warmth of the afternoon sun, but when she saw her so closely and happily employed with her sewing she concluded that all was well and she took up her basket and went down to the village shop to buy a few little things and to pick up any sewing orders that had come in during the past day or two.

As for the daughter, she was happy to be working at last on something that had nothing whatever to do with her mother or her aunts or any of the other stuffy old ladies of the town. Once she had thought the thing out to her satisfaction and rummaged in her scrap bag for the necessary materials, her fingers flew about her work, and she was surprised when at last she looked up that the afternoon had gone by and the dusk was already falling.

Of course it took her more than one day to perfect this thing, this wonderful construct of linen and wire and lace and embroidery thread that she had decided to call the Funnel of Time. It meant a good deal of care and thought on her part, for the thing had to be small enough to fit in her apron pocket yet large enough for her purpose. In the end, she managed to make it of such supple and translucent material that she could carry it with her always and not be too obvious about it.

The way it worked was this: if she held the small end to her left eye and stared through it, she could go back in time and revisit the scenes of her childhood. This was endlessly amusing to her, as, like most of us, she couldn't remember much before she was about five, and so a great many of her happiest days were lost to her. Now she could relive them all: the day she first sat up and viewed the world from something higher than a pillow, the day of her first tentative steps, and so on and so on; the time when her father gave her her first doll, he picked her up in his arms and hugged her and put the doll, a rag baby with yellow tow hair, into her hands.

The doll's name, she now remembered, was Angelina. It had been a difficult name for a little child to master, but she had tried her best. In the end, she had called the doll Banjy, and she had carried it with her everywhere for a couple of years until its yellow hair had almost all fallen out, and several small holes had appeared on its rag face. What a terrible day that had been when Banjy had to be discarded. She had cried and cried, and when her Uncle Joe had tried to comfort her with a quite beautiful toy giraffe, she had thrown the silly thing across the room and flung herself down on the floor and drummed with her heels until she began to enjoy the drumming and had quite forgotten why she was doing it.

And so the memories of childhood were not all happy ones, and the young woman decided to find out what would happen if she looked through the wide end of the funnel. She clapped this to her right eye and the result was equally interesting; now she could go forward in time. A far more dangerous journey, as anyone could have told her.

At first her interest was caught by the joy of her wedding eve, and then of the wedding itself. Would it really be like this, she wondered. It was only when she found herself pregnant with her first child that she realized that yes, there was a reality about all this. By now she was not just a spectator, but was actually living through the experiences of her future. This was too much. Things were rushing forward far too quickly. She wanted to stop and savour some of the happier days, playing with her little children, getting her teenage daughter ready for her first dance—that kind of thing. But time just dashed on. What was she to do? How could she put an end to all this? She struggled with the funnel, which seemed to be stuck to her eye and impossible to dislodge, but at last, after a great effort, she was able to pull the thing away and fling it into a rosebush.

The woman gave a great sigh of relief. At least she had not had to go on to the very end of her life, and perhaps even beyond, but now that she had thrown away the contraption, she knew that she could not go back in time. She was stuck where she was, still in her garden, which was blossoming as always. She thought she recognized the two little girls who were playing bat and ball on the grass. But when one of them called out, Gran, Gran come and play with us, she realized that these were not her children at all, but her grandchildren. Her hands when she looked at them were rather worn and wrinkled, and when she ran to join the children she was a bit slower than she expected to be. She had to admit the truth. She was stuck with being an old woman.

There was nothing she could do about it. It was a fact. She would have to accept the inevitable and live out the rest of her life as best she could.

And so she set about being the best grandmother she knew how and dearly did she love the little girls who were her joy and delight.

One day, when the eldest girl was about ten years old, she was helping her grandmother weed the garden when she spied something caught among the thorns of the rosebush. Yes, it was the Funnel of Time which had been thrown there those many years ago.

When the grandmother saw what the child had found, a cold fear gripped her whole being and she tried to wrench the offending object from the child's hand. The girl, however, would not let it go. What was the poor woman to do? Nothing for it but to explain what this thing was and to warn her granddaughter of its terrible powers.

She held out her hand to take the Funnel, but the girl still wouldn't give it up. She just laughed in the old woman's face. Don't be silly, Gran, said the young one, still laughing, Time is just a game, and this thing is just a toy, and she threw it up into the clear ultimate sky.

The grandmother and the granddaughter watched the Funnel until it disappeared into the blue, but though they stared up, straining their eyes for several minutes, they neither of them saw it fall, and though they searched and searched they never did find out in which part of the garden it had finally come to earth.

SORRY—I KEPT MEANING TO INCLUDE THIS ONE,
BUT NEVER COULD GET AROUND TO IT...

PROCRASTINATION

Bill Carr

I'm here today to confirm the rumours. What people have been saying about me is true. I've come forward on behalf of thousands of others to tell our story. I am a procrastinator.

It's true. I put off till tomorrow what I could do today.

You see, I have a theory. If it's bleeding, put a band-aid on it. If it's not, don't pick it.

I have a friend who gets up every morning, makes a great huge list of things to do, and then extinguishes his day doing them. Yuck. I'll admit, there are things which have to be done, and I've made a list of them: eating, sleeping, loving, and brushing your teeth. Other than that, everything else is optional.

I honed my procrastination skills while at university. I felt that you shouldn't study on Monday because Monday was the beginning of the week and you don't want to leap into anything.

I didn't study on Tuesday because I found it was such a short day anyway.

Wednesday, I took a mid-week break.

Thursday was really the beginning of the weekend.

Then, thank God it's Friday, and nobody studies on Friday.

Saturday is a play day.

And Sunday is a day of rest.

See, procrastinators are happy people. We don't have ulcers, we have smile wrinkles. We would worry about things, we really would. We just never get around to it.

Someday, procrastinators will rule the world.

Maybe tomorrow.

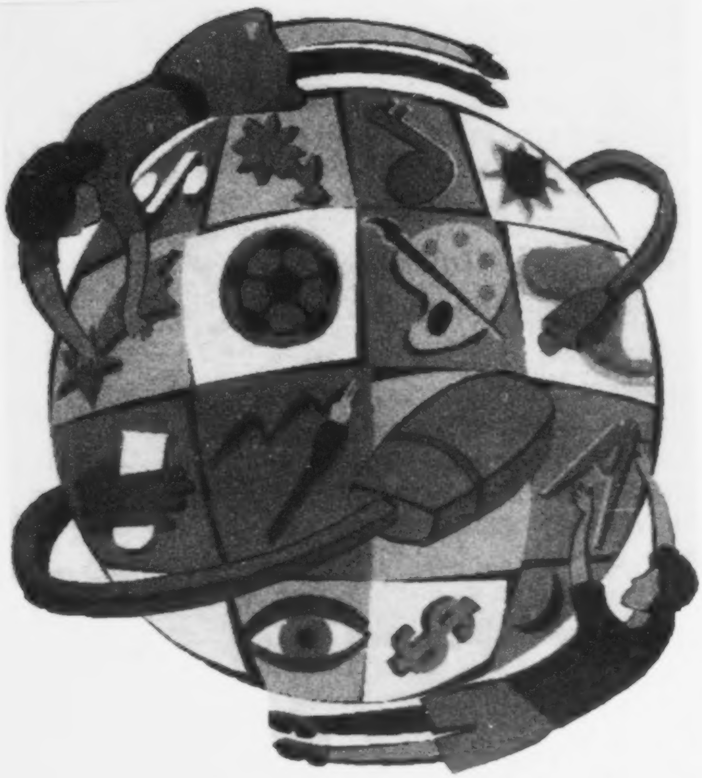
Or the day after.

Whatever.

time changes

Duncan Mercredi

at times
late at night
just don't want to close my eyes
fighting off sleep and the next day
daring time to stand still
the ticking of the clock slowing
to match my heartbeat
gazing out at nothing
the flickering light off a neglected tv screen
sound muted
drawing my eyes to the temperature and long range forecasts
calling for more of the same
and i shiver in the dark
i don't want to see the light of morning
and having to ready to meet the day
i don't dare close my eyes
because time changes when one is in a dream state
and the voices take shape
talking animals wearing watches
pointing at me and the face
laughing
waking the alarm from its sleep
shattering my serenity
drop kicking me onto the floor



Active teens develop skills, teamwork, fitness, strength and other benefits

Busy is best

By Jane Stewart

It's not unusual for today's teens to juggle school, part-time work and an extracurricular activity that may involve an hour or more, a few nights a week.

Add another 20 minutes of homework per class a night and there aren't many hours left in the day.

Sure, balancing homework, jobs, and the extracurricular stuff can be a challenge, but there are a lot of benefits, too.

Research suggests active kids are less self-destructive, and tend to fare better in school. The camaraderie enjoyed by those who take part in sports, dance and other activities may not be quantifiable, but it certainly is a bonus.

"The benefits of sports," says Kim Browning, director of marketing for Sport Manitoba, "are friendships, development of leadership and interpersonal skills, and teamwork."

Physical activity also promotes general well-being, helps reduce stress, and reduces the risk for a number of chronic illnesses. Your teens may not be concerned about these at this point in their lives, but the benefits will accrue regardless of why they participate.

Teens who dance — a discipline which provides an interesting mix of both physical activity and the arts — enjoy greater strength, flexibility and fitness, as well as the opportunity to express oneself creatively.

Music and art may not be physically demanding, but they can provide an emotional release for teens, as well as encouraging talent and a sense of fun.

By the time kids reach their teen years, many will have developed an interest in a particular activity. Soccer, hockey, and baseball/softball are particularly popular team sports, while swimming is one of the most-popular individual activities.

If the number of dance studios is any indication — more than 35 in the city, plus classes offered at community centres — kids also are flocking to dance.

One other unheralded life lesson for the busy teen? The development of essential time-management skills.

Ultimately, it's the student's responsibility to fit everything into his or her schedule. Parents can be supportive, in part, by helping younger students learn to plan their days.

"It's really (about) time management," says Susan Anderson, acting principal of Kelvin High School. "Use agendas, keep track of when assignments are due, make a plan."

Many students have a spare during the day plus the lunch period. Anderson suggests using at least one of these periods to do homework, particularly if the student has after-school activities.

Whatever activities your teen enjoys, there is still a chance that he or she will experience some stress from the demands of daily life, particularly in light of the world's current uncertainties.

"Stress tends to be greater in early adolescence (because of) biological changes," explains Dr. Eduard Schludermann, professor in developmental psychology at the University of Manitoba. "The biological reactions (of stress) are more intense around puberty than after."

If you are concerned your child may be over-loaded, watch for signs of stress. These can include intense sweating, high levels of restlessness, intense and frequent emotional outbursts, sleeping problems, eating problems, and intense mood swings.

"Talk to your teen and, if (the situation) cannot be controlled, seek psychological help," Schludermann recommends.

Help your teen find activities that reduce stress, allow him or her to balance school and outside activities, and enjoy and benefit from both.

Schludermann encourages plain common sense. Have realistic expectations of your child in both areas, encourage your child, and set appropriate limits.

It can mean the difference between a relatively calm — albeit busy — year, and chaos.

If you and your teen haven't found an "ideal" activity yet, here's a small sampling of the many resources in the city with information and ideas:

- Sport Manitoba: (www.sport.mb.ca) For elite and recreational sports associations.
- *City of Winnipeg Leisure Guide:* For a range of recreational and other creative pursuits.
- Dance Manitoba (e-mail: dance@mb.sympatico.ca) For a listing of some of the many dance studios in the city.
- Manitoba Theatre for Young People and Prairie Theatre Exchange: For budding thespians.
- Manitoba Conservatory of Music and Art: For music and art instruction.
- Yellow pages: A range of options under headings such as art, music, photography, etc.
- Other parents and teens: Find out what your friends' kids are doing, for ideas and references.

Recording Ideas from the Texts

1. Comment on the ideas about time from the visual and print texts you considered most interesting.
2. Formulate a question about time that you would like to discuss with others in your group.

Clarifying Thoughts With Others

20 minutes

Discuss with your group:

- Initial thoughts on the subject. (See Activating Your Thoughts, page 5.)
- Ideas gathered from the written or visual texts. (See Recording Ideas from the Texts, page 24.)
- Question(s) you formulated. (See Recording Ideas from the Texts, previous page.)

Record ideas from your group discussion below.

Connecting Ideas

20 minutes

5 marks

1. After considering ideas about time in this *Process Booklet*, explain how your own view of time has or has not changed since childhood. 107

2. Examine and respond to an idea about time in one of the visual or print texts in this booklet.

5 marks

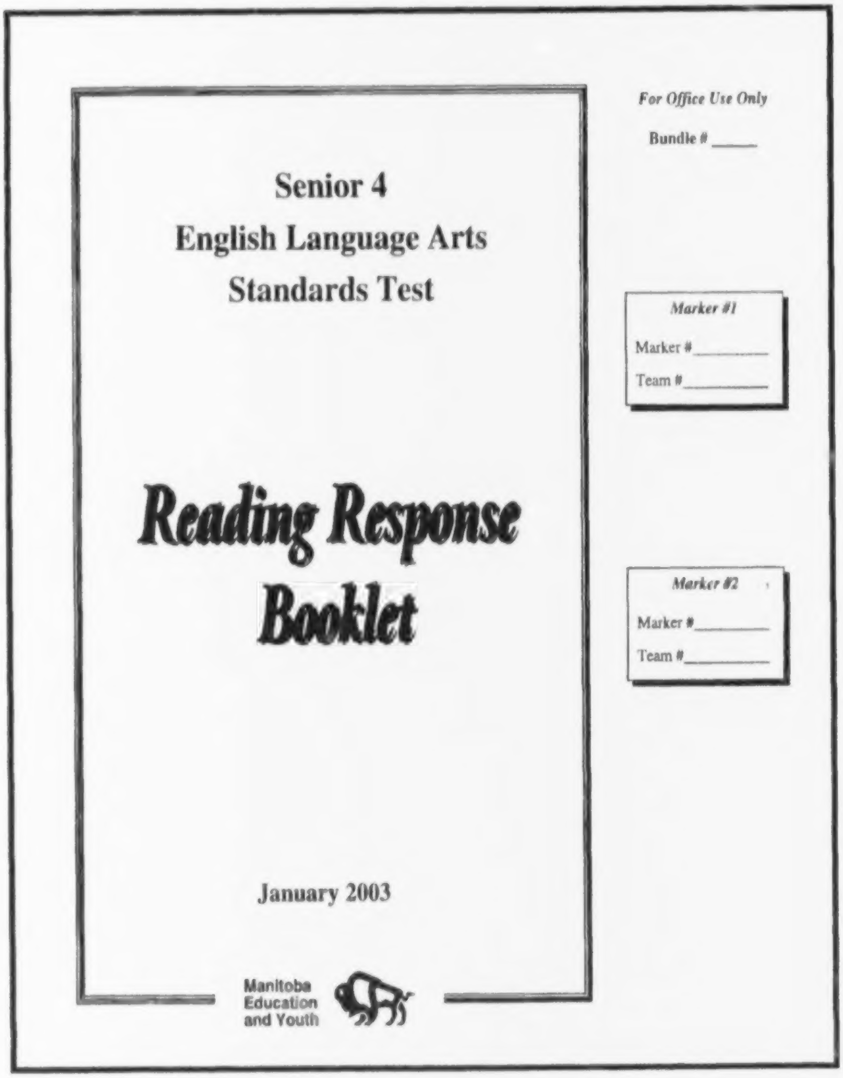
108

Responding to Text

75 minutes

30 marks

For this activity, you require the ***Reading Response Booklet*** and the written and visual texts in this *Process Booklet* (pages 6–23).



For Office Use Only

Bundle # _____

Senior 4
English Language Arts
Standards Test

Marker #1

Marker # ________

Team # ________

Reading Response Booklet

Marker #2

Marker # ________

Team # ________

January 2003

Manitoba
Education
and Youth

Writing Task

Before you begin planning and drafting your text, consider:

- our personal relationship with time
- how time makes an impact on lives
- how perceptions of time change
- the role of time through history
- perceptions of time in different cultures
- your own questions, discussions and reflections

Writing Task:

In a written text to share with others, develop an idea or impression about time that you consider important or interesting.

Determine:

- the central idea
- the purpose
- the audience (must be public, not personal)
- the context (the situation in which your audience will experience your text)
- the form

You may choose your own written form, or select or adapt one of the following:

- persuasive essay
- column
- interview
- poem
- memoir
- short story
- radio/screen/TV/stage script
- eulogy
- speech

In making your selection, be aware that you will have three days to develop your text.

Your written text is worth 40% of your test mark. You will be assessed on:

- the selection and development of ideas and information
- the selection and use of organizational structures
- the effective use of language and other communication techniques
- the appropriate use of language conventions (i.e., grammar and usage, sentence structure, spelling, capitalization and punctuation)

DAY 2

1 hour

Planning and Developing a Text

- Focusing the Task
- Planning
- Outlining and Drafting

10 marks

◄–You may go forward or back to any section of this booklet during the test process. –►

Planning and Developing a Text

Writing Task: In a written text to share with others, develop an idea or impression about time that you consider important or interesting.

Focusing the Task

You have gathered many thoughts, questions and ideas about time and you may already have focused on an idea for your writing task. However, you may still want to use one of the following strategies, or any strategy with which you are familiar, to generate ideas for your text. You may use the space provided below.

Examples:

- brainstorming
- mapping
- free writing
- clustering
- listing
- outlining
- developing a word splash
- webbing

Planning

1. In planning your written text, complete the chart below. Your plan will be assessed on how well your writing variables work together to achieve the task. Provide sufficient detail to demonstrate the connections among the writing variables.

5 marks

109

Form
You may choose your own written form or adapt one of the following:

- ☐ persuasive essay
- ☐ column
- ☐ interview
- ☐ poem
- ☐ memoir
- ☐ short story
- ☐ radio/screen/TV/ stage script
- ☐ eulogy
- ☐ speech
- ☐ other ____________

Central Idea

Purpose

Writing Task:
In a written text to share with others, develop an idea or impression about time that you consider important or interesting.

Audience (must be public, not personal)

Context (the situation in which your audience will experience your text)

2. Think about:

5 marks

110

- the purpose of your text
- the advantages and disadvantages of your choice of form

Explain why your choice of form will be effective for your purpose.

Outlining and Drafting

Refer to the Writing Task and planning chart on page 32.

When outlining and drafting your text, use only the tear-out draft paper provided at the end of this booklet. Additional pages are available if you require them. At the end of each session, place all draft paper behind the front cover of this booklet.

The way that you choose to develop your text will determine its length. **Be certain that it is of sufficient length to communicate your ideas clearly and effectively to your audience.**

Remember, your written text is worth 40% of your test mark. You will be assessed on:

- the selection and development of ideas and information
- the selection and use of organizational structures
- the effective use of language and other communication techniques
- the appropriate use of language conventions (i.e., grammar and usage, sentence structure, spelling, capitalization and punctuation)

DAY 3

1 hour

Developing a Text

- Revising and Editing, and Beginning Final Copy

Checklist for Revising and Editing

Before writing the final copy of your text, ensure that you have revised and edited for the following:

☐ Is your central idea clearly developed and supported?

☐ Is the form appropriate for your audience, purpose and context?

☐ Is the organizational structure you used effective?

☐ Is your use of language effective?

☐ Is your use of the conventions of language (i.e., grammar and usage, sentence structure, spelling, capitalization and punctuation) appropriate?

←You may go forward or back to any section of this booklet during the test process. →

DAY 4

1 hour

Completing the Final Copy and Proofreading 40 marks

Reflecting 10 marks

In the process of planning, drafting and revising your text, your central idea, purpose, audience, context or form may have changed.

Record your writing variables below, even if you made no changes to your original planning chart (page 32).

Central idea:

Purpose:

Audience:

Context:

Form:

Your final copy is to be written in black or dark blue ink on the following pages.

Final Copy

40 marks

111
112
113
114

Title:

Day 4: Final Copy

Day 4: Final Copy

Day 4: Final Copy

Day 4: Final Copy

Day 4: Final Copy

Day 4: Final Copy

Reflecting

1. Publishers and presenters enhance a text with features such as visuals, layout, pacing, props and sound effects. If you were to publish or present your text, describe a feature you would include and explain how it would enhance your text for your audience. 5 marks

115

2. Using examples, explain how **one** of the statements below describes the creation of your written text.

5 marks

116

I experimented with a new form or style to enhance communication.

I revised my text to enhance its effectiveness.

Acknowledgements

Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education, Training and Youth. Errors or omissions will be corrected in a future edition. Sincere thanks to the authors and publishers who allowed their original material to be adapted or reproduced.

Adams, Scott. *Dilbert*, United Features Syndicate, per the Pan Canadian Copyright Agreement.

Carr, Bill. "Procrastination", *The Great Big Book of Canadian Humour* Allan Gould ed., Macmillan Canada, 1992, per the Pan Canadian Copyright Agreement.

Dali, Salvador. "The Persistence of Memory", *100 Masterpieces of Art* by Marina Vaizey, Peerage Books, 1973, per the Pan Canadian Copyright Agreement.

Germain, Carel. "Temporal Behaviors", *Human Behavior in the Social Environment: An Ecological View*, Columbia University Press, 1991, per the Pan Canadian Copyright Agreement.

Kroetsch, Robert. "Hornbook #39", *The Hornbooks of Rita K*, Albert Press, 2001, per the Pan Canadian Copyright Agreement.

Marshall, Roy K. Photo of sundial (page 7 bottom). *Sundials*, The Macmillan Company, 1963, per the Pan Canadian Copyright Agreement.

McLeod, Kagan. "The Crunch", *The Globe and Mail*, Saturday May 15, 1999, reproduced with the permission of the artist.

Measuring Devices, *The Macmillan Visual Dictionary*, Macmillan Publishing 1992, per the Pan Canadian Copyright Agreement.

Mercredi, Duncan. "time changes", *The Duke of Windsor*, Pemmican Publications Inc., per the Pan Canadian Copyright Agreement.

Photo of Catriona LeMay-Doan (page 6 top). Reuters, per the Pan Canadian Copyright Agreement.

Photo of aztec sun calendar (page 6 bottom). URL: http://www.lightworks.com/MonthlyAspectarian/1999/August/0899-04.htm (October 25, 2002), per the Pan Canadian Copyright Agreement.

Scott, Andrew. "Slow Down! What's the Rush?" *Big Picture*, Spring/Summer 1999, per the Pan Canadian Copyright Agreement.

Stewart, Jane. "Busy is Best", *Winnipeg Free Press*, Sunday, October 9, 2001, per the Pan Canadian Copyright Agreement.

Szumigalski, Anne. "The Funnel", *Fear of Knives: A Book of Fables*, Hagios Press, 2000, per the Pan Canadian Copyright Agreement.

Van Sewell, Jordan. "The Big Z", *The Jester's Realm: The Work of Jordan Van Selwell*, Winnipeg Art Gallery, 2000, per the Pan Canadian Copyright Agreement.

tear here

Draft Paper

Draft Paper

Draft Paper

Draft Paper

Draft Paper

Draft Paper

Draft Paper

Draft Paper

Draft Paper

Draft Paper

PLEASE STAPLE DRAFT PAPER HERE

For Office Use Only

Bundle # ______

Senior 4
English Language Arts
Standards Test

Reading Response Booklet

January 2003

Manitoba
Education
and Youth

Marker #1

Marker #__________

Team #__________

Marker #2

Marker #__________

Team #__________

Copyright © 2002, the Crown in Right of Manitoba,
as represented by the Minister of Education and Youth.
Manitoba Education and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5.

Instructions

You have been exploring the theme *Time*. You thought about what you already know and recorded new ideas. You also shared ideas with others. Now you will respond to questions in this *Reading Response Booklet*.

1. Read each question carefully and provide a complete response. Answer the questions on your own.

2. Record all your answers directly in this booklet.

   If you require extra space to write your responses, use only the extra pages available from the supervising teacher. If using extra paper:

   - indicate that you have done so at the end of the question,
   - **include** your **booklet number** and **question number** on each extra page, and
   - staple each page into this booklet at the appropriate question.

Points To Remember:

- Before beginning to write in this booklet, check to see that the booklet number on the top right hand corner of the cover matches that on your *Process Booklet*.
- You may use an English dictionary, a thesaurus and/or a grammar handbook at any time during the standards test. No bilingual dictionaries or other outside material of any type may be brought into any test session, nor may any test-related materials be taken from the test room.
- Computers, computer programs or electronic devices of any kind are **not** allowed.

Slow Down

1. Consider the viewpoints of Gary Poole, Wolfgang Linden, Kerry Daly, Jefferson Glapski, and Lucille Peszat. 5 marks

Which viewpoint is most valuable to you? Explain why.

Slow Down

2. Identify and explain how one or more factors may affect the credibility of Andrew Scott's article. 5 marks

Persistence of Memory and **The Crunch**

3. Explain how the illustrator of "The Crunch" uses elements (such as detail, shape, light/dark, etc.) of Salvador Dali's painting to communicate ideas about the time demands of the modern workplace.

5 marks

Slow Down and **The Crunch**

4. Consider the ideas in "Slow Down" and "The Crunch". Explain whether or not you agree that modern life is too rushed. 5 marks

Hornbook #39

5. Analyze how "Hornbook #39" does or does not show that our society teaches children to live by the clock. 5 marks

The Funnel

6. Do you agree with the narrator's view that looking forward in time is "a far more dangerous journey" than looking backward? Explain.

5 marks

Senior 4
English Language Arts
Standards Test

STUDENT EXEMPLARS AND RATIONALES

(Use in conjunction with
Scoring Rubrics)

January 2003

Manitoba
Education
and Youth

Copyright © 2002, the Crown in Right of Manitoba,
as represented by the Minister of Education and Youth.
Manitoba Education and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5.

Table of Contents

Page

Student Exemplars and Rationales for the *Reading Response Booklet*

Responding to Text 1 3
Responding to Text 2 4
Responding to Text 3 5
Responding to Text 4 6
Responding to Text 5 7
Responding to Text 6 8

Student Exemplars and Rationales for the *Process Booklet*

Connecting Ideas 1 11
Connecting Ideas 2 12
Overview of Exemplar Scores 13
Exemplar #1—Aesthetic 14
Rationale for Exemplar #1—Aesthetic 19
Exemplar #2—Pragmatic 21
Rationale for Exemplar #2—Pragmatic 28
Exemplar #3—Aesthetic 30
Rationale for Exemplar #3—Aesthetic 37
Exemplar #4—Pragmatic 39
Rationale for Exemplar #4—Pragmatic 48
Exemplar #5—Aesthetic 50
Rationale for Exemplar #5—Aesthetic 56
Exemplar #6—Pragmatic 58
Rationale for Exemplar #6—Pragmatic 63

Student Exemplars and Rationales for the *Reading Response Booklet*

Responding to Text 1: **Consider the viewpoints of Gary Poole, Wolfgang Linden, Kerry Daly, Jefferson Glapski, and Lucille Peszat. Which viewpoint is most valuable to you? Explain why.**

Student Exemplars (in italics and unedited)

Out of Range Score: 0	Below Level 1 2	At Level 3 4	Above Level 5
The viewpoints in "Slow Down" that are valuable to me are as follows: - *Rushing to get things done quicker* - *Slowing down to ease stress*	*Wolfgang Linden's viewpoints were most valued by me because I believe that what he says is true. Everyone is so competitive and trying to push the limits. People want to do more work in less time. The more work the better, when in the long run people are just burning themselves out.*	*I think the viewpoint that is most valuable to me is Kerry Daly's. His viewpoint is that people have to do more work, and that we have created a intolerance for a slow pace. I agree most with this one because it is the clearest one that affects my life, and many of the people around me. We always want things to go faster and to get as many things done as possible. That's why many people don't like to sit for long periods at time. Or always have to be doing something. That's like me, I always have to do something.*	*The viewpoint in "Slow Down" which was most valuable to me was the idea presented by Jefferson Glapski—the finance manager with Canada Trust in Toronto. He believes that "rushing" can be beneficial, and that many young individuals thrive on urgency. This idea is valuable to me because I am a person who endures many responsibilities and stresses in life. These stresses are primarily focused on my performance in school, but as well in my volunteer or extra-curricular activities. His viewpoint acknowledges the fact that maintaining your discipline and staying in a routine can help you perform better in your activities, and that rushing does not always have its disadvantages. I am a person who often has to rush to complete tasks, meet deadlines, and to keep a regular routine day by day. Glapski's viewpoint lets me know that my regular routine is not wrong, just as long as I don't procrastinate, and maintain a certain discipline.*

Rationale

• viewpoint identified • no explanation Score: 0	• viewpoint identified • limited explanation of why the selected viewpoint is of value – *"…I believe that what he says is true."* • limited understanding of Linden's viewpoint Score: 2	• viewpoint identified • clear connection between viewpoint and self – *"… because it is the clearest one that affects my life… "* • recognizes impact of the connection – *"We always want … for long periods of time."* Score: 4	• viewpoint identified • insightful connection between viewpoint and self – *"I am a person who … maintain a certain discipline."* • explores impact of connection – *"This idea is valuable to me … extra-curricular activities."* Score: 5

Responding to Text 2: Identify and explain how one or more factors may affect the credibility of Andrew Scott's article.

Student Exemplars (in italics and unedited)

Out of Range **Score: 0**	**Below Level** **1 2**	**At Level** **3 4**	**Above Level** **5**
When you rush and do everything fast you may do something wrong or over exurt yourself and have a breakdown. You could end up being locked in a Mental Institution or something if you go by a schedule and you do something wrong and freak out you could become so dependent on doing everything at one time or another. When you don't it could wreck everything.	*Andrew Scott provides a lot of quotes from different people who have high class business positions. All of the points he states in this article make sense about how people look at time. At the beginning of the article he claims that he has to rush to finish the article when in reality he doesn't have to at all. He states in the end that he had too much time to write it. This is a perfect example of rushing when there is "no where to go", or hurrying for no reason.*	*Some factors that may affect the credibility of Andrew Scotts article is that he too has only so much time on which he can right this paper, not having enough time to write this article may cause him to rush and not get all the facts straight. Some sources in which he uses to get information may not be credible, there not random choices he seems like he is asking generally busy people. Scott's also may have too many opinions that are affecting his paper he doesn't really have an opinion.*	*All of the people used as sources in Andrew Scott's article seem to be in mid-to-late adulthood, all from Canada or possibly the United States. This restricts the viewpoint expressed by the article, as there are no retirees, young people, or foreigners who have the opportunity to express a perspective.* *Also, there are no argumentative influences in the article. All points expressed clearly lean towords "rushing" as being a negative symptom of modern North American life, although the positive aspects of "rushing" may indeed outnumber the negatives. The article seems biased in this way.* *Thirdly, are people really more rushed today than they were thirty years ago? With the impact of computerization and other technological advancements, are people really spending more time working, or simply spending less time at home? Can't rushing be good if it creates more free time to relax later on?*
Rationale			
• no explanation of how factors in the article affected the credibility Score: 0	• limited explanation of how the factor affected the credibility of the article – *"Andrew Scott provides a lot of quotes... "* Score: 2	• clear explanation of how writer's time, choice of sources and variety of opinions affect the credibility of the article Score: 4	• superior explanation of how a limited variety of sources, agreement of sources and acceptance of idea that people are spending more time working affect the credibility of the article Score: 5

Responding to Text 3: Explain how the illustrator of "The Crunch" uses elements (such as detail, shape, light/dark, etc.) of Salvador Dali's painting to communicate ideas about the time demands of the modern workplace.

Student Exemplars (in italics and unedited)

Out of Range	Below Level	At Level	Above Level
Score: 0	1 2	3 4	5
Time is being wasted in the office by talking on the phone and sitting there and doing nothing.	*The Globe and Mail shows how people are worn out by time. They use Salvador Dali painting almost like thier making fun of it. They show how clocks have made people bent out of shape.*	*The liquified elements in Salvador Dali's painting I believe represents the weakness and vulnerability that one has against time. In the "Parody" the man on the desk looks as if he is being weighed down upon his desk, with the facial expression that he is bored or not content in his job. Almost as if time, took away the glory in the work, on the other hand, the liquified lady speaking on the phone looks content in her job.*	*The cartoon expresses its message clearly, leaving little room for misunderstanding its underlying message. The modern workplace in the Globe and Mail cartoon features the same surreal clocks first envisioned by Salvador Dali in the 1930's to demonstrate to the reader the pressure that time places upon society today. The cartoon uses a literal depiction of a figurative message to show the workers as weighed-down, under pressure from time to complete their work or meet goals and deadlines. They take the same "melted" shapes as Dali's clocks, as they have been encompassed by "The Persistence of Work" or so to speak.*
Rationale			
• no explanation of how elements of Dali's painting are used to communicate the true demands of the modern workplace	• identification of elements in Dali painting (shape) • explanation provides limited analysis – *"... how clocks have made people bent out of shape."*	• identifies elements in Dali painting (shape/detail) – *"The liquified elements... "* – *"looks as if he is being weighed down upon his desk,... "* • explanation provides clear analysis – *"... represents the weakness and vulnerability that one has against time."* – *"... he is bored... Almost as if time, took away the glory in the work,... "*	• identifies elements in Dali painting (detail/shape) – *"surreal clocks"* – *"'melted' shapes as Dali's clocks"* • explanation provides superior analysis – *"... demonstrate to the reader the pressure that time places upon society today."* – *"... the workers as weighed-down, under pressure from time... "* • insightful connection made between the two visuals – *"The Persistence of Work"*
Score: 0	Score: 2	Score: 4	Score: 5

Responding to Text 4: **Consider the ideas in "Slow Down" and "The Crunch". Explain whether or not you agree that modern life is too rushed.**

Student Exemplars (in italics and unedited)

Out of Range	Below Level	At Level	Above Level
Score: 0	1 2	3 4	5
I don't agree that modern life is too rushed because our country is made by people who work hard.	*I totally agree that modern life is way to rushed. We don't sit back and relax we are always going. Are lifes don't give us time to sit back and watch what is going to happen to us.* *Time is a vauable thing to waste because you can never go back in time and do the things you didn't before. So I say live life to your very fullest and don't hold back on what you want.*	*I do think modern life is too rushed, but I also think life is what you make it.* *I think as expressed in "Slow Down" that a lot of the rushed feelings are psychological, people are used to or feel they should be rushed. As expressed in the Dali Parody, people are feeling tired and "weighed down" by time.* *People are feeling more and more that life is simply but stressfully a "Things to do" list.*	*I believe that modern life is rushed. Because of technology, everything must go faster, and grow stronger. Our world has to adapt and maintain the uphold in this man vs. technology era. We created technology to have bigger better things but once technology becomes bigger and better than human capabilities then, where would we go from there? Technology or the need for bigger and better, rushes us to find easier components in replacements of what a normal human being can do. For example the amount of time that more than 100 workers use to build a house using non-technological tools, another company using tractors, pullyes, electrical tools can make at least 3 houses. If we could have faster strong, better, why not push time!?*

Rationale

• response disagrees with statement but makes no connection with the ideas in either text	• response agrees with the statement and provides a limited connection between ideas from the texts and own ideas – *"Are lifes don't give us time to sit back and watch what is going to happen to us."* • supporting details are vague – *"Time is a vauable thing to waste..."*	• response agrees with the statement – *"...modern life is too rushed..."* • response explains connection between ideas/opinions of the text(s) and the statement – *"...a lot of the rushed feelings are psychological..."* – *"...people are used to or feel they should be rushed."* • response clearly examines own ideas and position taken – *"...life is simply but stressfully a 'Things to do' list."*	• response agrees with the statement • response makes insightful connection between ideas/opinions of the text(s) and the statement – *"Because of technology, everything must go faster, and grow stronger."* • superior examination of own ideas and position taken – *"...rushes us to find easier components in replacements of what a normal human being can do."* – *"...the amount of time that more than 100 workers..."*
Score: 0	Score: 2	Score: 4	Score: 5

Responding to Text 5: Analyze how "Hornbook #39" does or does not show that our society teaches children to live by the clock.

Student Exemplars (in italics and unedited)

Out of Range Score: 0	Below Level 1 2	At Level 3 4	Above Level 5
It shows that if you have to do something or somthing important is going to happen you will be ready for it	*Children can tell at very young ages, that everything adults or teenageres do, revolves around the clock. And children always copy what older people do.*	*It teaches children to live by the clock because in "Hornbook #39", the child is looking at the clock and studies it and then the child nears the adults and sees the adults look at the clock and say that it's time to go or dinner should be finished soon, etc. They wonder and think and everyday they hear the same things or similar things. And as they grow older, they put the two together (the clock and the adults conversations) and they figure it out.*	*"Hornbook #39" shows that our society teaches "children to live by the clock" because it explains about a young children with a fresh mind and not knowing about time. The child is then slowly introduced to time. The empressional child picks up the habit of following time and slowly begins his time management until one day when he too will teach his "children to live by the clock" the same way his parents taught him.*
Rationale			
• no connection between children being taught to live by the clock and "Hornbook #39" Score: 0	• limited analysis of how an idea from "Hornbook #39" is connected to the statement society teaches children to live by the clock – *"everything ... adults do, revolves around the clock."* – *"And children always copy what older people do."* Score: 2	• clear analysis of how an idea in "Hornbook #39" is connected to the statement society teaches children to live by the clock – *"...child nears the adults and sees the adults look at the clock and say that it's time to go..."* – *"...they put the two together (the clock and the adults conversations) and they figure it out."* Score: 4	• superior analysis of how an idea in Hornbook #39 is connected to the statement that *"society teaches children to live by the clock".* – *"... child is then slowly introduced to time."* – *"... child picks up the habit of following time... "* • insight shown in last line – *"... when he too will teach his 'children to live by the clock'... "* Score: 5

Responding to Text 6: **Do you agree with the narrator's view that looking forward in time is "a far more dangerous journey" than looking backward? Explain.**

Student Exemplars (in italics and unedited)

Out of Range	Below Level	At Level	Above Level
Score: 0	**1 2**	**3 4**	**5**
I agree it's more dangerous to look forward than backward in time.	*Yes I think looking forward is more dangerous because you are looking at something you don't know as opposed to looking backwards you could just be reliving momments you had forgotten.*	*I agree with that. The future is unknown and if you are not prepared for the future, it can consume and destroy you mentally. A trip to the future gives you knowledge that no one else knows, and misusing such a knowledge can be disastrous. By looking backward, you know what happened already and therefore is only a mere reflection on previous memories. You are already prepared for what is to happen.*	*Absolutely not if a person where to not look at the future, they would never attend school, Investments would not exist and anarchy would reighn. Looking towards the future gives hope, a sense of direction, a purpous. This can be said of everyone from a colleg student to a priest or rabbi. All look forward to a better life biased on their actons now. Looking forward is not dangerous, only hopeful and human.*
Rationale			
• position taken • no explanation Score: 0	• position taken • explanation is superficial and limited • *"... looking at something you don't know... "* Score: 2	• clear explanation of reasons for agreement with narrator's view – *"... if you are not prepared ... it can consume and destroy you mentally."* – *"... misusing such a knowledge can be disastrous."* Score: 4	• an insightful explanation of why the student disagrees with the narrator's view – *"... never attend school ... anarchy would reighn."* • superior explanation of the positive aspects of looking – *"... gives hope, a sense of direction, a purpous."* • insightful conclusion – *"Looking forward is ... only hopeful and human."* Score: 5

Student Exemplars and Rationales for the *Process Booklet*

Connecting Ideas 1: **After considering ideas about time in this *Process Booklet*, explain how your own view of time has or has not changed since childhood.**

Student Exemplars (in italics and unedited)

Out of Range	Below Level	At Level	Above Level
Score: 0	1 2	3 4	5
My concept of time has changed since childhood by now knowing that every person doesn't grow up to be over six feet high. While I was young, I thought that every person I saw were giants, only because I was so small. Now I just see that I am taller than the people who I thought were giants, back then.	*My own concept of time has changed when I was younger I always wanted to grow up and time sort of daged on. and now it feels like I am caught in fast moving water with no end.*	*When I was younger, the time always seemed like it was standing still. When my parents would tell me that something was to happen in a few months, that would seem like almost forever. Now the few months seems relatively shorter. I think that with passing time, it will only seem to get shorter and shorter. You could clearly demonstrate this idea by asking a small child, "How long is 3 months" and then ask some one who only has that long to live. I think that the responses will be significantly different.*	*As a child, I too observed time to be confusing, as in the story* *Hornbook #39**. I would watch people rush, panic, and hesitate after looking at the "circular object" on the wall or on ones wrist. I paid little attention and went on with whatever I was doing previously. Without a care in the world I would relax and play.* *Now that I'am older, my time has become more occupied. The pressure to graduate and be a role model for my son has taken alot of quality time with friends and family. I too check my wrist and walls to determine where or what I'am supposed to be doing. Maybe I allow time to control my life. Maybe I never noticed it. Kind of like a snake in the grass.* *All in all, we should all break our watches and go back to the past where time knew no deadlines.*

Rationale

• does not deal with the view of time but deals with what happens as a result of time (physical growth)	• identifies a view of time – *"... time sort of daged on."* • limited explanation provides generalized thoughts – time is moving more quickly	• identifies a view of time – *"... the time always seemed like it was standing still."* • explanation of how view of time has changed – *"I think that with passing time, it will only seem to get shorter and shorter."*	• identifies a view of time – *"I too observed time to be confusing..."* – *"... go back to the past where time knew no deadlines."* • superior explanation and evaluation and discusses implications – *"I too check my wrist and walls..."* – *"Maybe I allow time to control my life. Maybe I never noticed it. Kind of like a snake in the grass."*
Score: 0	Score: 2	Score: 4	Score: 5

Connecting Ideas 2: Examine and respond to an idea about time in one of the visual or print texts in this booklet.

Student Exemplars (in italics and unedited)

Out of Range	Below Level	At Level	Above Level
Score: 0	**1 2**	**3 4**	**5**
In the pictur by Salvador Dali, It is about Memory, says the title. But somehow he thought that clocks would be necessery to put in there.	*The poem about procrastination made a lot of sense. Sometimes I put things off until the next day, or later in the week. Its not because I don't want to do it, its because there is probably something more important I want to do. I don't think procrastination is a bad thing. Its a way some people live their lives.*	*I found Slow Down! Whats the Rush? interesting. It made me look at how I live my life differently. Andrew Scott said the rushing isn't really worth it. I questioned this and realised that most things aren't worth rushing and fussing over. It is up to the person to justify weather their life is worth the rush, but I feel that if you slow down you will enjoy things a lot more.*	*Time heals all wounds. I really disagree with this sentence. The only thing that can heal wound is forgiveness and choosing to let go of a wound. A wound doesn't lose any of the pain associated with it over time. Looking back on wounds, struggles I've had, it hurts all the same. The pain is still there. Mentally we as humans tend to carry things with us for a long time. Sometimes this can be true, perhaps with physical wounds, but otherwise its not applicable to many of the different "wounds" people experience today.*
Rationale			
• identifies the title but does not examine or respond to an idea – *"... somehow he thought that clocks would be necessery to put in there."* • it is not obvious which idea the student is discussing Score: 0	• idea is identified – *"The poem about procrastination made a lot of sense."* • response is personal, using personal examples but superficial connection with text Score: 2	• idea is clearly identified – *"It made me look at how I live my life differently."* • personal/critical response clearly connects to the text – *"I questioned this and realised that most things aren't worth rushing and fussing over."* – *"It is up to the person to justify weather their life is worth the rush..."* Score: 4	• idea is clearly identified – *"Time heals all wounds. I really disagree with this sentence."* • response is personal and critical – *"Looking back on wounds, struggles I've had, it hurts..."* • response is creative and insightful – *"Mentally we as humans tend to carry things with us for a long time."* • student alludes to non-physical wounds to support idea being discussed Score: 5

Overview of Exemplar Scores for:

- Planning
- Writing Task
- Reflecting

	Planning		Writing Task				Reflecting	
	1	2	Ideas	Organization…	Language Use…	Grammar…	1	2
Exemplar #1 Aesthetic	3	4	4	4	5	5	4	3
Exemplar #2 Pragmatic	3	3	4	4	4	4	2	2
Exemplar #3 Aesthetic	5	5	5	5	5	5	5	5
Exemplar #4 Pragmatic	4	5	4	4	4	5	5	5
Exemplar #5 Aesthetic	3	0	2	3	2	3	0	1
Exemplar #6 Pragmatic	2	2	1	2	1	2	1	NR

The maximum score for each item above is 5.

Exemplar #1

Aesthetic

5 marks

Planning

1. In planning your written text, complete the chart below. Provide sufficient detail to demonstrate the connections.

Form
You may choose your own written form or adapt one of the following:

- ☐ persuasive essay
- ☐ column
- ☐ interview
- ☑ poem
- ☐ memoir
- ☐ short story
- ☐ radio/screen/TV/ stage script
- ☐ eulogy
- ☐ speech
- ☐ other ____________

Central Idea

A child's view of time.

Purpose

- to show how a child views the passage of time under different circumstances

Writing Task:
In a written text to share with others, develop an idea or impression about time that you consider important or interesting.

Audience (must be public not personal)

- the students in my English class.

Context (the situation in which the audience will experience your text)

- I will write a free verse poem

2. Think about:

5 marks

- the purpose of your text
- the advantages and disadvantages of your choice of form

I chose to write a free-verse poem for several different reasons. First, writing a poem involves strong descriptive words, allowing me to "paint a picture" of the scene for my audience. Also, writing a poem allows me to focus more on the idea I'm trying to convey rather than sentence structure and order. However, writing a poem does have disadvantages. First, this particular form of writing does not allow me to explain to the reader exactly what it's meaning is. Therefore, some people may misinterpret the main idea of my poem. Also, some people simply may not be able to appreciate poetry.

DAY 4

1 hour

Writing the Final Copy and Proofreading 40 marks

Reflecting 10 marks

In the process of planning, drafting and revising your text, your central idea, purpose, audience, context or form may have changed.

Record your writing variables below, even if you made no changes to your original planning chart (page 32).

Central idea: The passage of time.

Purpose: To show how a view of the passage of time

Audience: other students in my English class

Context: ~~free~~ ~~I chose a free-verse poem~~

Form: I chose a free-verse poem.

Your final copy is to be written in black or dark blue ink on the following pages.

Exemplar #1

Final Copy

40 marks

Title: The Flow of Time

Another unparticular day of school,
He sits awaiting the wonderful sound of the recess bell.
This time, he wishes that the world would slow down for him,
And let him play in the sun for an eternity.

The bell screams loud and clear, and the clocks all gain energy.
Outside, dodgeballs rocket past him left and right,
The girls seem to play their games with haste,
There is commotion and fun and freedom all around him.

The bell interrupts with a warning that classes are to resume,
And the boy realizes that time has defied him once again.
In class, the clocks die once more and the pain is neverending.
He sits and dreams of better times to drown his boredom.

He wonders who came up with this terrible cycle of time,
The way it races through recess and crawls during class.
The boy realizes that there is nothing to be done about it.
The boy wonders if he will ever truly understand the flow of time.

Exemplar #1

Reflecting

1. Publishers and presenters enhance a text with features such as visuals, layout, pacing, props and sound effects. If you were to publish or present your text, describe a feature you would include and explain how it would enhance your text for your audience.

5 marks

If I had time to present my poem, I would include a work of art to enhance it. This way, the audience could perfectly visualize the scene that I am trying to create with words. Also, if there was some one that did not appreciate poetry, they would still be able to grasp my main idea.

2. Using examples, explain how **one** of the statements below describes the creation of your written text.

5 marks

I experimented with a new form or style to enhance communication.

I revised my text to enhance its effectiveness.

The statement "I experimented with a new form or style to enhance communication" describes the creation of my written text. This is because I chose to write a free verse poem to convey my main idea. I consider this a "new form" because I have not written many poems as opposed to essays, stories, etc. I chose this form because I thought that it would best help me to "paint the picture" of the scene I was trying to create.

Rationale for Exemplar #1
Aesthetic

Planning 1

Rationale: **Score: 3**

- Purpose and audience are identified with understanding.
- Context is misunderstood.
- Central idea not developed.
- Writing variables work together.

Planning 2

Rationale: **Score: 4**

- Clear explanation of why chosen form will be effective for purpose with specific details provided.
  - "paint a picture"
- Understands possible limitations of poetry as a form.
  - "…some people may misinterpret … not be able to appreciate poetry."

Writing Task

Ideas

Rationale: **Score: 4**

- Ideas are clear and appropriate for identified audience (peers).
  - "The way it races through recess and crawls during class."
- Consistent overall effect is achieved by support for central idea.
  - "The clocks die once more and the pain is neverending."

Organizational Structures, Techniques, and Transitions

Rationale: **Score: 4**

- Distinct overall organizational structures are used—the school day.
- Coherent, unified central idea is developed through the contrast of the clock's activity at recess time and class time.
- The poem concludes with a philosophical statement.
  - "The boy wonders if he will ever truly understand the flow of time."

Language Use and Arrangement

Rationale: **Score: 5**

- Distinct voice is used to evoke a desired response in his audience.
  - "…dreams of better times to drown his boredom"
  - "Another unparticular day at school."
- Mature style creates evocative images.
  - "…dodgeballs rocket past him left and right,"
  - "…play in the sun for an eternity."
- Juxtaposes ideas.
  - "…races through recess and crawls during class."

Grammar, Spelling, Capitalization, and Punctuation

Rationale: **Score: 5**

- Skillful control of the written conventions of language.

Reflecting 1

Rationale: **Score: 4**

- Purposeful choice of a "work of art" is explained as a way to help the reader.
  - "…perfectly visualize the scene…"

Reflecting 2

Rationale: **Score: 3**

- Explains connection between the first statement and form chosen, with limited examples provided.

Exemplar #2

Pragmatic

5 marks

Planning

1. In planning your written text, complete the chart below. Provide sufficient detail to demonstrate the connections.

Form
You may choose your own written form or adapt one of the following:

- ☐ persuasive essay
- ☐ column
- ☐ interview
- ☐ poem
- ☐ memoir
- ☐ short story
- ☐ radio/screen/TV/ stage script
- ☐ eulogy
- ☐ speech
- ☐ other editorial

Central Idea

How modern life revolves around time.

Purpose

To have my views heard.

Writing Task:
In a written text to share with others, develop an idea or impression about time that you consider important or interesting.

Audience (must be public not personal)

Public Audience.

Context (the situation in which the audience will experience your text)

Most likley a newspaper or magazine (maybe Time!)

Exemplar #2

2. Think about:

5 marks

- the purpose of your text
- the advantages and disadvantages of your choice of form

Explain why your choice of form will be effective for your purpose.

I think an editorial would be best to put my views out to the public. I belive this would be best because in a newspaper, its more likley to have more readers. The purpose of my text is not to change anyone's views, but just to get mine own out there, to have mine heard, I think the best form to state and share one's views with the public would be the editorial.

DAY 4

1 hour

Writing the Final Copy and Proofreading 40 marks

Reflecting 10 marks

In the process of planning, drafting and revising your text, your central idea, purpose, audience, context or form may have changed.

Record your writing variables below, even if you made no changes to your original planning chart (page 32).

Central idea: How modern life revolves around time

Purpose: To have my views heard

Audience: Public (anyone who can read)

Context: magazine, newspaper

Form: editorial

Your final copy is to be written in black or dark blue ink on the following pages.

Exemplar #2

Final Copy

40 marks

Title:

You Know, Sometimes I wonder what would happen if the great "Father Time" decided to take a day or two off... What would become of us as a Society? Our whole lives are based upon time. In fact, we have specific alloted times for everything! Time to eat, time to sleep, time to get up in the morning. My question is when is it time to take a break and not worry so much about the time?

What makes us so "time dependent"? well, practicallity does, to keep appointments, to go to work on time or to go to School. We all need a timeline to tell us when to come, and when to go. It would be pretty laughable on a job site, where no one Knew what time to Show up! How would we keep appointments? "I have a doctors appointment when the bright globe reaches its highest point in the sky!?"

As Children, we learn to be time dependant. Each and every day, going through the Same routines, at the Same times. In fact, I don't think my little Sister would ever go to bed if there were no clock to tell her to Sleep. Is that not the purpose of a time System? A tool, to routine our lives, and to make things like organized work and School possiable. I Can not imagine the Chaos that the loss of our precious time System would Create.

The fact remains that organized time has been around for years. The clock is just a technological advance on the Sundial. The peoples of old realized the vale of a time System even then. So is time such a bad thing?, or as some people call it " the enemy". No, I don't think so. I think its all in how you choose to use it.

To some time is precious, to others time is money. To others still, time is just a constant hurdle which must be overcome each and every day. Even now I watch the clocks hands. Silently ticking, almost mockingly as my "time" to write this draws to a close... Oh well, its almost lunch "time" anyhow...

Reflecting

1. Publishers and presenters enhance a text with features such as visuals, layout, pacing, props and sound effects. If you were to publish or present your text, describe a feature you would include and explain how it would enhance your text for your audience.

5 marks

I think I would have bolded the word time in certain places throughout the article for effect. Also, since it is an editorial, I would have probably included other people's opinions, but as its an exam, I could not interview anyone (obviously)

2. Using examples, explain how **one** of the statements below describes the creation of your written text.

5 marks

I experimented with a new form or style to enhance communication.

I revised my text to enhance its effectiveness.

2) I have not written too many editorials, and I quite like to write them. I feel it is one of the best mediums to have my views heard. I have written alot of essays, and I'm not exactly a poet or a short story writer, so I chose the form that I thought would come the most naturally to me.

Rationale for Exemplar #2
Pragmatic

Planning 1

Rationale: **Score: 3**

- Writing variables work together coherently.
- Variables vague, generalized.
    - "public audience"
- Central idea is simplistic.
    - "How modern life revolves around time."

Planning 2

Rationale: **Score: 3**

- Student clearly identifies purpose.
    - "…just to get mine own out there, to have mine heard…"
- Connection is made between purpose and form but is repetitive and generalized.
    - "…get mine own out there,…"

Writing Task

Ideas

Rationale: **Score: 4**

- Central idea is appropriate given audience, purpose, context and form.
    - "Modern life revolves around time."
- Ideas and details focus on selected topic.
    - "What makes us time dependent?"
    - "As children we learn to be time dependent."
    - "Organized time has been around for years."
    - "The clock is just a technological advance on the sundial."

Organizational Structures, Techniques, and Transitions

Rationale: **Score: 4**

- Distinct overall organizational structure.
- Structure achieves purpose.
- Clear introduction and conclusion support the central idea.
- Uses transitional phrases.
    - "As children,…"
    - "To some…to others…"

Language Use and Arrangement

Rationale: **Score: 4**

- Variety in language choices.
  - "Time to eat, time to sleep, time to get up…"
  - "The clock is just a technological advance on the sundial."
  - "Silently ticking…"
- Use of quotation marks for emphasis.
- Student achieves balance with opening and closing paragraphs.
- Voice is consistent.
  - "You know, sometimes…"
  - "Well practicallity…"

Grammar, Spelling, Capitalization, and Punctuation

Rationale: **Score: 4**

- Infrequent errors may detract but do not affect meaning.
  - "possiable"
  - "…bad thing?, or as some…"

Reflecting 1

Rationale: **Score: 2**

- Student selects a feature.
  - …" bolded the word time…"
- Limited description of how feature would enhance text for audience.
  - "…for effect"

Reflecting 2

Rationale: **Score: 2**

- Student identifies connection between selected statement and example.
  - "I have not written too many editorials…"
- Student states an opinion but does not explain how form enhances communication.
  - "I fell it is one of the best mediums…"

Exemplar #3

Aesthetic

5 marks

Planning

1. In planning your written text, complete the chart below. Provide sufficient detail to demonstrate the connections.

Form

You may choose your own written form or adapt one of the following:

- ☐ persuasive essay
- ☐ column
- ☐ interview
- ☑ poem
- ☐ memoir
- ☐ short story
- ☐ radio/screen/TV/ stage script
- ☐ eulogy
- ☐ speech
- ☐ other ________

Central Idea

an old man reminisces upon his life, the time he has used up and the limited time in his future.
Coming to grips with his own mortality.

Purpose

to convey the value of time, and the effect that the limits of time have on a person mentally as they near the end of their life. Comparing the infinite nature of time with the more-finite nature of life. To express to an audience that time should be used wisely because it can only be used once.

Writing Task:
In a written text to share with others, develop an idea or impression about time that you consider important or interesting.

Audience (must be public not personal)

Those attending a funeral for an old relative.

Context (the situation in which the audience will experience your text)

The reader is actually a listener, listening to part of a eulogy wherein a poem has been found, written shortly before the passing of the deceased (an old man looking closely at his life). The poem is being read at his funeral to pass his message on to others.

Exemplar #3

2. Think about:

5 marks

- the purpose of your text
- the advantages and disadvantages of your choice of form

Explain why your choice of form will be effective for your purpose.

Using a poem to convey this purpose will be effective because it is not too lengthy, yet each word will be carefully selected to best explain the feelings of the old dying man. The theme of time is such a broad one that it is far too difficult to sum it up in an essay or an interview; a poem gives the reader a base of ideas on which they may continue to ponder long after the poem is read. A poem encourages the reader to delve more deeply than the obvious message, to find a hidden message with their own mind. A poem creates mystery and leaves it unsolved in the hands of the reader, and is a more interesting and creative means of communication than an explanatory speech. My poem will be effective in creating a sombre and thoughtful mood in which the reader may carry out his interpretations.

DAY 4

1 hour

Writing the Final Copy and Proofreading 40 marks

Reflecting 10 marks

In the process of planning, drafting and revising your text, your central idea, purpose, audience, context or form may have changed.

Record your writing variables below, even if you made no changes to your original planning chart (page 32).

Central idea: An elderly man coming to grips with his own mortality, Surrendering to death, giving up the battle against time.

Purpose: To compare the infiniteness of time with the finiteness of life

Audience: Family and friends at the elderly man's funeral.

Context: During the reading of his eulogy; it is his poem.

Form: Poem (free verse)

Your final copy is to be written in black or dark blue ink on the following pages.

Final Copy

40 marks

Title: The Chase of Time

Cold sweat; in the moonlit midnight ends the dream
from youth persistent
Running madly from the wolf,
how slowly he closes...

Upon the nightstand rests the clock, constant, relentless with
tick!
and with tock!

The hands of the clock have not aged as mine have,
a storyboard of love and labour
strength becomes frailty
Photo albums in the antique chest
tell of times past,
how little is left

Upon the nightstand perches the clock, echoing louder each
tick!
and each tock!

The face of the clock has not changed as mine has,
a chronicle of happiness and sorrow
hope turns to regret
Outside in the old wood
great oaks are felled,
to allow for new growth

Upon the nightstand towers the clock, now moving faster its
tick!
and its tock!

The clock grows not crippled as I do,
a lifetime of pleasure and pain
immunity falls to infection
Telephone silence echoes down hallways
meeting old friends,
in the back of the newspaper

Upon the nightstand threatens the clock, chasing eternity
tick!
and then tock.

Cold sweat; in the moonlit midnight the dream returns
out of childhood, out of sleep
No longer running,
the wolf approaches.

Exemplar #3

Reflecting

1. Publishers and presenters enhance a text with features such as visuals, layout, pacing, props and sound effects. If you were to publish or present your text, describe a feature you would include and explain how it would enhance your text for your audience.

5 marks

If I could publish my text, I would space it more interestingly, like in the style of Lawrence Ferlinghetti. I would draw attention to the "tick!" and "tock!" by either capitalizing or boldfacing the letters.

I would italicize the first and the last stanzas, as they represent a sort of prologue and aftermath or afterthought of the poem, summarizing it's message and linking the poem together. Those two stanzas, when read, would have an eerie, dream-sequence-like feel. It would be read slowly by an old man with a deep voice, perhaps with a ticking clock heard in the background.

Exemplar #3

2. Using examples, explain how **one** of the statements below describes the creation of your written text. **5 marks**

I experimented with a new form or style to enhance communication.

I revised my text to enhance its effectiveness.

I revised language to enhance the power of communication. My first line "How like a child am I" was edited completely because I realized it only confused my message and complicated my opening ideas. I changed it to "Cold sweat" because often when waking from a nightmare you are in a cold sweat. I didn't use the words "waking" or "awakened" because I decided to only hint at the idea that he had been wakened by the "dream". I changed "my clock" to "the clock" because using "my" only weakened the emphasis of "as mine have / as mine has" later in the line. I emphasized ticks and tocks with exclamation points to demand their attention, and removed the following lines ("I cannot sleep/think," etc.) to simplify. I changed the verbs of the clock in each stanza, so the clock becomes more important throughout the poem: rests, perches, towers, threatens. I changed the longer stanzas to be comparisons between the clock and the old man's hands, face, and body, to maintain a common theme. I created the metaphor about the trees to offer a new challenge to the reader, a new meaning to interpret. I changed the 3rd last stanza, rewriting it completely to show the helplessness and loneliness of the old man, who only sees friends in obituaries. At the end, I took out any informal "I's" to make it more serious. I used "out of childhood, out of sleep" to show that the dream had returned but he was still awake, and the wolf's approach as he no longer ran signified his death, for the wolf was a metaphorical representation of time (aka "The Chase of Time")

Rationale for Exemplar #3
Aesthetic

Planning 1

Rationale: **Score: 5**

- All writing variables are described in very specific detail.
- Each variable description contributed to a congruent whole.

Planning 2

Rationale: **Score: 5**

- Perceptive connection between chosen form (poem) and identified purpose (convey the value of time...).
  - "A poem encourages the reader to delve more deeply than the obvious message, to find the hidden message with their own mind."

Writing Task

Ideas

Rationale: **Score: 5**

- Original ideas sustain audience interest and effectively achieve purpose (time as a wolf).
- Distinct overall effect is created through comparison between clock and human existence.

Organizational Structures, Techniques, and Transitions

Rationale: **Score: 5**

- Distinct overall structures are used with impact to create a coherent unified whole.
- Repetition with variation is used in introduction and conclusion to create mood and to sustain idea.
- Refrain is used with variation to artfully integrate ideas and to effectively transition between ideas.

Language Use and Arrangement

Rationale: **Score: 5**

- Mature style uses effective range of language and sophisticated arrangement of ideas.
- Diction is precise and used to create effect.
  - "youth persistent", "perches", "towers", "...meeting old friends in the back of the newspaper."

Grammar, Spelling, Capitalization, and Punctuation

Rationale: **Score: 5**

- Skillful control of the written conventions of language.
- Punctuation (exclamation marks, semi-colon) are used to create effect.

Reflecting 1

Rationale: **Score: 5**

- Insightful choice of text feature(s) with skillful explanation of how these choices would enhance effect for the audience.

Reflecting 2

Rationale: **Score: 5**

- Insightful connection to second statement with extensive examination of examples and revision process.

Exemplar #4

Pragmatic

5 marks

Planning

1. In planning your written text, complete the chart below. Provide sufficient detail to demonstrate the connections.

Form

You may choose your own written form or adapt one of the following:

☐ persuasive essay
☐ column
☐ interview
☐ poem
☐ memoir
☐ short story
☐ radio/screen/TV/ stage script
☐ eulogy
☑ speech
☐ other ___________

Central Idea

The central idea of my text is to perform a speech on the topic of procrastination versus action. I chose this form because I feel it would be the best way to present the idea to an audience.

Purpose

The purpose of my text is to present both the advantages and disadvantages of action and procrastination. Near the conclusion however, I will present my opinion that 'action' is a better method in life because it gets tasks done. Action is what allows for success.

Writing Task:
In a written text to share with others, develop an idea or impression about time that you consider important or interesting.

Audience (must be public not personal)

The audience for my text would most likely be the students in an ordinary high school. The teachers of the classes in which I will be speaking to will also be a part of my audience

Context (the situation in which the audience will experience your text)

The audience would experience my text in a high school classroom, guidance room, or theatre. I chose these places because they are appropriate in presenting a speech. The audience may also experience the text at home, if my speech was recorded on videotape.

2. Think about:

5 marks

- the purpose of your text
- the advantages and disadvantages of your choice of form

Explain why your choice of form will be effective for your purpose.

I feel that using a speech will be effective in completing my purpose because my intent is to persuade students, and speaking in a casual manner rather than writing in formal text such as in an essay would be more interesting. As well, to speak in a casual manner will allow me to be comical - which would draw in students' attention. From the readings in this booklet, I would draw out some facts about procrastination and taking action, and would create a speech that would present the advantages and disadvantages of both sides The readings that I will use as references will be "Procrastination," "Slow Down," and quotes from the visual text. The advantage of my text is that I will be able to present my beliefs in a casual and interesting manner - which will draw the attention of the students. The disadvantage is that the topic of "procrastination versus action" is not one involving violence, suspense, or sex, so I may lose the interest of many of the students. Those with a short attention span, or who find my speech monotonous, will not listen and would lose the purpose of my text. Nonetheless, I believe a speech would be appropriate because I would be speaking to students and teachers directly.

DAY 4

1 hour

Writing the Final Copy and Proofreading 40 marks

Reflecting 10 marks

In the process of planning, drafting and revising your text, your central idea, purpose, audience, context or form may have changed.

Record your writing variables below, even if you made no changes to your original planning chart (page 32).

Central idea: To perform a speach on the topic of procrastination versus quick action.

Purpose: To present the advantages and disadvantages of both behaviors

Audience: The students of a high school, as well as the teachers

Context: In a classroom, guidance room, or small theatre.

Form: Speech or verbal presentation Classroom discussion

Your final copy is to be written in black or dark blue ink on the following pages.

Final Copy

40 marks

Title: Procrastination vs. Rushing

Hello, how is everyone doing today? (wait for response) That's good to hear. Let me begin my speech by asking: "how many of you in here like school?" Let me ask another question: "how many of you do your homework every night of the week - weekdays and weekends?" (wait for silence or murmurs) That's what I expected, so can I assume that many of you who do not complete your homework are procrastinators? Procrastination is of course the putting off intentionally the doing of a task that should be done. For those who do complete your homework everynight but are too afraid to admit it - do you often find yourself rushing? If you are a person who rushes regularly, what effect does it have on you? Both procrastination and rushing display poor usage of time, and poor time management. Let me outline both, and then I'll let everyone in this classroom voice their opinion.

Procrastination is definitely something that everyone does - one time or another.

I'm not afraid to admit that I often put off going to the grocery store, cutting the grass, or even taking out the garbage. It is just a behavior that occurs in all of us— some more evident than others. What are the advantages to behaving in this manner. For one, not worrying about deadlines or due dates definitely cuts down stress, and often allows for a better night's sleep. Increased happiness, therefore, results, and will develop smile wrinkles or laugh lines. However, procrastination leads to the incompletion of tasks or homework, and you will soon find your yourself behind in all your responsibilities. Eventually, you will be so behind the rest of the class or coworkers that catching up begins to seem impossible. You fail in all your classes, but fortunately promise to yourself to take summer school. But then you decide to travel and have fun in the summer, and will go back to school next year. Unfortunately, many students never return, and lose all aspects of hope for the future.

For those in this classroom who strive to get the A's or A+'s, do you find yourself becoming overwhelmed with too many responsibilities at once? "I have a test in Biology on Friday so I'll have to cram Thursday night. But wait, I have to work Thursday night because my boss has been on my case lately for skipping too many shifts. I have a computer application's project to complete over the weekend, and I'll have to remember to volunteer on Saturday at the Children's Hospital. But wait, I have to do my chores at home on Sunday – so when will I be able to do my project?" Can anyone relate to the anxiety I just displayed? If so, 'rushing' is probably a behavior that is part of your regular routine. Rushing definitely gets tasks done, and prevents you from falling behind. Completing all your homework enables you to perform well in school, which can lead to a more promising future. However, you most likely will not display your best work in a project you completed in one night. As well, accumulated stress can lead to anxiety attacks, nervous breakdowns, headaches, and disease.

Proper time management helps prevent both of these behaviors. Spacing out and pacing the rate at which you complete your projects and homework eliminates the possibility of rushing. Doing an equal amount of work each night prevents you from procrastinating, and therefore, eliminates the possibility of rushing. Planning out your "plan of action" for completing homework should be the first step you take. As well, try to eliminate all leisure activities in which might come in the way of your "plan of action," and make sure you keep up with the duties you have made for yourself. Proper time management allows for completion of essential duties without the suffocation of accumulating responsibilites. This process may be quite difficult, for you may have to cut down on going out with friends, playing sports, and other leisure activities. In the end, the success you will experience will be very rewarding, and you will find yourself never running out of time again.

Does anyone have questions or comments on rushing, procrastination, or time management?

(classroom discussion)

Exemplar #4

Reflecting

1. Publishers and presenters enhance a text with features such as visuals, layout, pacing, props and sound effects. If you were to publish or present your text, describe a feature you would include and explain how it would enhance your text for your audience.

5 marks

If I had time to present my text, I would try to find individuals who can relate to the topics in my presentation to speak to the students. The speakers would be those who are known to procrastinate, as well as to rush. They would voice their experiences and describe their actions. Furthermore, the would explain what they did to get back on track; or how they are regretting their actions in high school. This would enhance my text to the audience because having individuals who experienced the consequences of procrastination and rushing would improve the credibility of my presentation. Also, I would provide students with 'teen-help' phone numbers, contacts to guidance counsellors, and help brochures so they can have someone to talk to if they ever feel too overwhelmed with responsibilities. This would be important since many of the students that I would talk to probably could relate to the experiences of my guest speakers.

I enjoyed writing this text because I am a person who is often very stressed with homework, work, volunteering, sports, and other extra-curricular activities.

2. Using examples, explain how **one** of the statements below describes the creation of your written text. 5 marks

I experimented with a new form or style to enhance communication.

I revised my text to enhance its effectiveness.

"I experimented with a new form or style to enhance communication." I have never written a speech on a topic that was not about a novel or English assignment, so a speech or verbal presentation on the theme of time would be new to me. It was interesting to write in a form other than an essay or article, since these are the most common forms of writing assigned in class. I felt a verbal presentation would be appropriate because I was dealing about a serious topic, (poor futures, health risks etc) and an essay or article would not be effective to high school students. Students would rather listen than read, and would prefer responding verbally rather than answer in the form of writing. Writing responses in paragraphs is a lot more wok that voicing opinions to myself, and to my guest speakers. Because the students would be anxiously willing to respond on the topic of time management, this would enhance communication within the classroom, or wherever the presentation took place. I would know if my communication reached its full potential if I was able to reach one of the students in the audience.

Rationale for Exemplar #4
Pragmatic

Planning 1

Rationale: **Score: 4**

- Provides specific and precise detail for most variables.
- Central idea lacks detail.
- Variables work together as a unified whole.

Planning 2

Rationale: **Score: 5**

- Thorough explanation of effectiveness of chosen form.
  - "…my intent is to persuade students, and speaking in a casual manner rather than writing in formal text…"
- Thorough evaluation of form's effectiveness and limitations.
  - "…a casual manner will allow me to be comical…"

Writing Task

Ideas

Rationale: **Score: 4**

- Ideas are clear and appropriate for audience and form, and effectively achieve purpose.
  - "…accumulated stress can lead to anxiety attacks, nervous breakdowns, headaches, and disease."
- Thoughts and feelings are consistent and achieve desired effect (procrastination → homework → time management).

Organizational Structures, Techniques, and Transitions

Rationale: **Score: 4**

- Clear macro-organization in place (intro/body/concl).
- Cause and effect organization effectively achieves purpose.
- Effective use of transitions for the form.
  - "Let me outline both, and then I'll let everyone in this classroom voice their opinion."

Language Use and Arrangement

Rationale: **Score: 4**

- Strong voice is consistent and appropriate.
  - "That's what I expected..."
- Purposeful use of questions.
- An effective choice and arrangement of language. Student reflects on the stress of being rushed through arrangement of sentences.
  - "I have a test in Biology...so when will I be able to do my project?"

Grammar, Spelling, Capitalization, and Punctuation

Rationale: **Score: 5**

- Skillful control of written language.
- Minor errors do not detract from the overall quality of the text.

Reflecting 1

Rationale: **Score: 5**

- Skillful choice of features to enhance text for the audience.
  - "This would enhance my text...would improve the credibility of my presentation."
  - "...provide students with teen help phone numbers..."
  - "...help brochures..."

Reflecting 2

Rationale: **Score: 5**

- Insightful connection made.
  - "Students would rather listen than read, and would prefer responding verbally rather than answer in the form of writing..."
- Student understands how varying use of form enhances the power of communication.
  - "I would know ... if I was able to reach one of the students in the audience."

Exemplar #5

Aesthetic

5 marks

Planning

1. In planning your written text, complete the chart below. Provide sufficient detail to demonstrate the connections.

Form
You may choose your own written form or adapt one of the following:

- ☐ persuasive essay
- ☐ column
- ☐ interview
- ☐ poem
- ☐ memoir
- ☑ short story
- ☐ radio/screen/TV/ stage script
- ☐ eulogy
- ☐ speech
- ☐ other ____________

Central Idea

Explain that time is a major factor in peoples lives.

Purpose

To perswade People to have fun in their lives and laugh at there Mistaikes. Don't worry what others think

Writing Task:
In a written text to share with others, develop an idea or impression about time that you consider important or interesting.

Audience (must be public not personal)

Age 10 - 15

Context (the situation in which the audience will experience your text)

At School

Exemplar #5

2. Think about:

5 marks

- the purpose of your text
- the advantages and disadvantages of your choice of form

Explain why your choice of form will be effective for your purpose.

I think that if a person reads my writing they will gain confidence in themselves, I'm going to make a story that will have embarassing stuff in it that people go through in their lives.

DAY 4

1 hour

Writing the Final Copy and Proofreading 40 marks

Reflecting 10 marks

In the process of planning, drafting and revising your text, your central idea, purpose, audience, context or form may have changed.

Record your writing variables below, even if you made no changes to your original planning chart (page 32).

Central idea: To explain that time is a factor in everyones lives

Purpose: To persuade people not to worry what other people thi

Audience: Age 10-15 Students

Context: In a class at School

Form: Short Story

Your final copy is to be written in black or dark blue ink on the following pages.

Final Copy

40 marks

Title: That's Life, I Guess.

Once apon a warm summer day a girl named Jamie was born, she had beautiful red hair and long pointy fingers. As her proud parents looked apon her they thaught, this girl is going to have a beautiful life, filled with toys and friend. Her parents would buy her things only others could dream of.

As the years went by summer came apon the family once again, Jamie was now going to be six and start school soon. So her parents bought her the finest of everything, from shoes to books.

A few more years later Jamie was going to join the grade six class, but the children in that class were very rude. They called her carrot top and spagetti fingers. There was a boy in that class that would alway spit spitballs in Jamies long hair, also he would laugh at her expencive cloths and supplies. He once told her the only reason her parents bought her expensive things was because they didn't love her; they just like to shop. That made Jamie cry inside, how could everyone hate her? Her parents always told her she was the most beautiful girl in the world.

Six years flew by and Jamie was graduating, by now she had grown into a fine young women and no one made fun of her now. She had the looks and the brains, people thought that she didn't have a care in the world. But late at night she would cry herself to sleep thinking about the taughting she had to go through in her life.

Now Jamie is twenty-four, she has a beautiful baby girl and a wonderful husband who takes care of her every need. Jamie is going to teach her baby girl about bullying and how everything turns out in the end, because Jamies babies daddy was a boy who liked spitting spit balls in girls long hair in elementary school.

Exemplar #5

Reflecting

1. Publishers and presenters enhance a text with features such as visuals, layout, pacing, props and sound effects. If you were to publish or present your text, describe a feature you would include and explain how it would enhance your text for your audience.

5 marks

If I had to publish my text I would definetly use visuals and fonts to enhance it for my audience.

2. Using examples, explain how **one** of the statements below describes the creation of your written text.

I experimented with a new form or style to enhance communication.

I revised my text to enhance its effectiveness.

5 marks

I took risks in this learning experience, because I never wrote a Short story before, I usally just write essays. So basically this is a new experiance for me.

Rationale for Exemplar #5
Aesthetic

Planning 1

Rationale: **Score: 3**

- Central idea and purpose are described in detail; audience and context are described in limited detail.
- Variables work together coherently.

Planning 2

Rationale: **Score: 0**

- Response does not deal with connection between form and purpose.

Writing Task

Ideas

Rationale: **Score: 2**

- Relationship to topic is limited to passage of time.
- Ideas are generalized and have limited effect.
  - "...this girl is going to have a beautiful life,..."
  - "As the years went by summer came upon the family once again…"
- Limited consideration of effect for stated writing variables.

Organizational Structures, Techniques, and Transitions

Rationale: **Score: 3**

- Organizational structures are apparent (chronological).
- Introduction and conclusion (birth of main character to birth of new daughter).
- Transitions are evident.
  - "As the years went by…"
  - "A few more years later…"

Language Use and Arrangement

Rationale: **Score: 2**

- Language choices are simplistic and generalized.
  - "…beautiful life, filled with toys and friend,…"
  - "…expensive cloths and supplies."
  - "…how everything turns out in the end,…"
- Limited consideration of language for writing variables.

Grammar, Spelling, Capitalization, and Punctuation

Rationale: **Score: 3**

- Errors in mechanics detract from the impact.
- Errors in apostrophes for possession and spelling affect meaning.
  - "Jamies babies daddy", "taughting"
- Errors do not affect understanding of the ideas.

Reflecting 1

Rationale: **Score: 0**

- Repetition of question only.

Reflecting 2

Rationale: **Score: 1**

- Very limited discussion of connection between the first statement and choice of form.

Exemplar #6

Pragmatic

5 marks

Planning

1. In planning your written text, complete the chart below. Provide sufficient detail to demonstrate the connections.

Form
You may choose your own written form or adapt one of the following:

- ☐ persuasive essay
- ☐ column
- ☐ interview
- ☐ poem
- ☐ memoir
- ☐ short story
- ☐ radio/screen/TV/ stage script
- ☐ eulogy
- ☐ speech
- ☐ other ____________

Central Idea

Is there time for everything?

Purpose

TO teach the audience how to use their time.

Writing Task:
In a written text to share with others, develop an idea or impression about time that you consider important or interesting.

Audience (must be public not personal)

A group of tenneage student In a school.

Context (the situation in which the audience will experience your text)

2. Think about:

5 marks

- the purpose of your text
- the advantages and disadvantages of your choice of form

Explain why your choice of form will be effective for your purpose.

i choose a persuasive essay because to prove to the people that time which we use for granted can be use for something else or use to save peoples life.

My choice will also be effective because i would like to tell the young ones or teach the young kids that there is always a time for everything.

Exemplar #6

DAY 4

1 hour

Writing the Final Copy and Proofreading 40 marks

Reflecting 10 marks

In the process of planning, drafting and revising your text, your central idea, purpose, audience, context or form may have changed.

Record your writing variables below, even if you made no changes to your original planning chart (page 32).

Central idea: Is there time for everything?

Purpose: To teach the audience how to their time

Audience: A group of tenneage student in a school

Context:

Form:

Your final copy is to be written in black or dark blue ink on the following pages.

Final Copy

40 marks

Title: Is there time for everything.

Yes there is time for everything. But depending on how ~~you~~ we use it. If you use your time wisely you will gain much from it but, if you use your time foolishly then you will have to pay for it. It is wrriting in the bible that "there is time for everything. A time to play and a time to sing a time ~~for~~ to be happy and a time to be sad e.t.c

Sometimes i ask my self why do we as people always beg or plead for time? But i realized that the time which is given to us, we tend to mis use it. Example Of this is an 75yrs old lady still in high school. I must have wondered what she was doing while her mate was going to school. She must have ~~being~~ mis used her opportunity or her time so now that she is old she is paying for the time that she blew away whe she was suppose to be in high school.

Time does not run away but it depends on how you use it.

Every minuit or hour which passes the clock is very useful to the world. ~~It I could be a~~ Example babies being born to the world, People ~~dieing~~ living the world marraiges happening or people being promoted. So ~~every~~ With this you can be able to say that there is time for everything.

Reflecting

1. Publishers and presenters enhance a text with features such as visuals, layout, pacing, props and sound effects. If you were to publish or present your text, describe a feature you would include and explain how it would enhance your text for your audience.

5 marks

If i had the time to Publish or Preseent my text i would like to use sound. Because it brings out the impression that i have on my text.

2. Using examples, explain how **one** of the statements below describes the creation of your written text.

5 marks

I experimented with a new form or style to enhance communication.

I revised my text to enhance its effectiveness.

Rationale for Exemplar #6
Pragmatic

Planning 1

Rationale: **Score: 2**

- Variables described with limited detail.
- Broad central idea.
- No context included.

Planning 2

Rationale: **Score: 2**

- Limited explanation of how the form will achieve the purpose.
  - "My choice will also be effective because i would like to tell…"

Writing Task

Ideas

Rationale: **Score: 1**

- Ideas are limited.
  - only one basic idea (e.g., misuse of time) and one support (e.g., 75 year old lady)
- Ideas limited in ability to persuade high school students to use their time wisely.

Organizational Structures, Techniques, and Transitions

Rationale: **Score: 2**

- Organizational structure is weak.
  - lacks effective opening and conclusion
- Limited use of transitions – no unity.
  - no transition between paragraphs 1 and 2
- Some sense of paragraphing evident.
- Organization does not assist purpose.

Language Use and Arrangement

Rationale: **Score: 1**

- Language choices are weak.
- Syntax is awkward and inconsistent.
  - "Example babies being born to the world, people living the world marriages happening…"
- Limited consideration of language for audience and purpose.

Grammar, Spelling, Capitalization, and Punctuation

Rationale: **Score: 2**

- Limited grasp of the conventions of language.
  - Errors in grammar and punctuation interfere with reader's understanding.

Reflecting 1

Rationale: **Score: 1**

- Student provides vague choice.
  - "...would like to use sound..."
  - "...brings out the impression..."
- Student does not indicate how choice relates to text.

Reflecting 2

Rationale: **Score: NR**

Senior 4 English Language Arts Standards Test

SCORING RUBRICS

(Use in conjunction with
Student Exemplars and Rationales)

January 2003

Manitoba
Education
and Youth

Copyright © 2002, the Crown in Right of Manitoba,
as represented by the Minister of Education and Youth.
Manitoba Education and Youth,
Assessment and Evaluation Branch,
Winnipeg, Manitoba R3E 3J5.

Table of Contents

Page

Overview of the Scoring Rubrics 2

Learning Outcomes 4

Scoring Rubrics for the *Reading Response Booklet*

- Responding to Text 1 8
- Responding to Text 2 9
- Responding to Text 3 10
- Responding to Text 4 11
- Responding to Text 5 12
- Responding to Text 6 13

Scoring Rubrics for the *Process Booklet*

- Connecting Ideas 1 16
- Connecting Ideas 2 17
- Planning 1 18
- Planning 2 19
- Writing Task 20
  - Ideas 20
  - Organizational Structures, Techniques and Transitions 21
  - Language Use and Arrangement 22
  - Grammar, Capitalization and Punctuation 23
- Reflecting 1 24
- Reflecting 2 25

Overview of the Scoring Rubrics

The scoring rubrics for the Senior 4 English Language Arts Standards Test are based on the outcomes and standards found in the *Senior 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 4 Standards* and the *Senior 4 English Language Arts: Common Standards*.

Scoring rubrics are designed to assess a wide range of student performance. These rubrics divide Senior 4 achievement and performance into three levels: Below Level, At Level and Above Level. Below Level and At Level are further divided into two sub-categories: emergent and solid. This subdivision of the levels allows markers to detect and identify students who are approaching these specific levels, but have not yet consistently demonstrated all or most of its requirements. The Above Level consists of one category for scoring the responses.

Rubrics are not used in isolation. To score student responses, markers are also provided with student exemplars and rationales (accompanying document) that illustrate the relationship between each level of performance and student responses.

Scoring Rubrics, Possible Characteristics and Student Exemplars with Rationales

The ***scoring rubrics*** contain standards, that is, performance indicators adapted from the *Senior 4 English Language Arts: Common Standards*.

Possible characteristics make the standards more concrete in terms specific to the question. **They are not exhaustive.** Other ways of responding must be considered and assessed with the scoring rubrics.

The ***student exemplars*** (accompanying document) are actual unedited student responses to help illustrate the links among the standards, the scoring scales, the possible characteristics and the student responses.

Rationales (accompanying document) provide the reasons, based on the rubrics, for the scores assigned to the student exemplars.

Steps in Scoring Student Responses

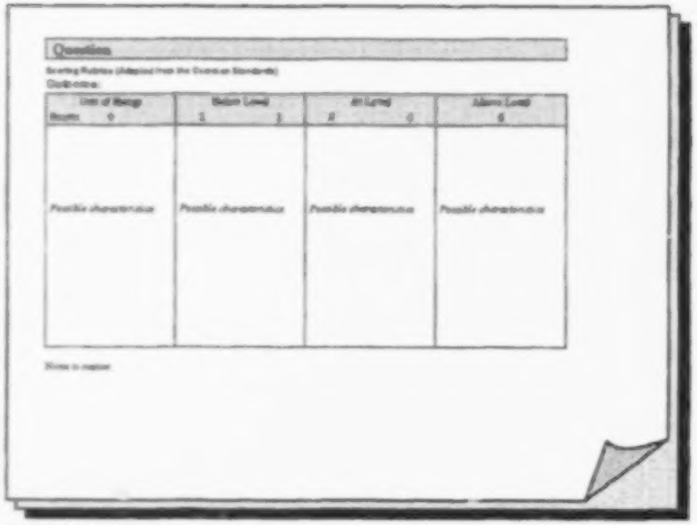
1. Review the At Level standard to understand what to look for in the student response. Note that a Below Level response demonstrates limited skill on this standard, while Above Level demonstrates superior skill.

2. Note the gradation from Below Level to At Level to Above Level (from left to right) and the links among the scoring rubrics, the student exemplars and the rationales (from top to bottom).

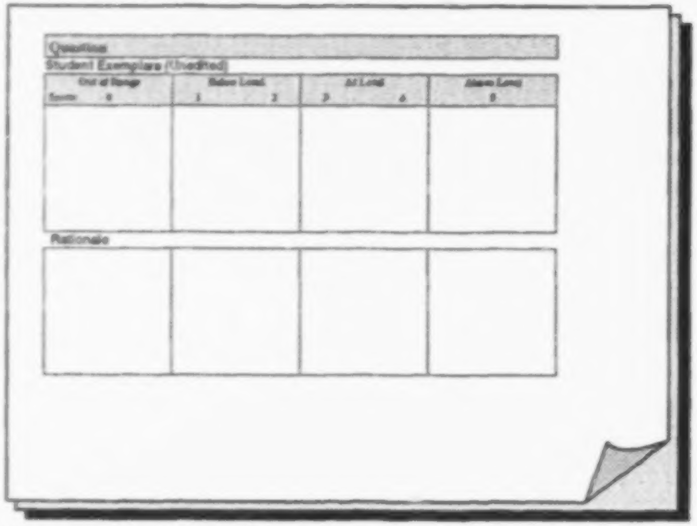
3. Mark the student's response according to the standards in the scoring rubrics. A student can be approaching a level (emergent Below or emergent At) or can be performing solidly at a level (solid Below, solid At, or solid Above).

4. Use the possible characteristics, student exemplars and rationales to assist the marking process. However, always refer to the scoring rubrics as the main criteria. Where appropriate, consider and accept other possible ways of responding to questions.

NOTE: Do not record any marks or comments in student booklets as a sample of booklets are returned to the department for feedback marking.



(this document)



(accompanying document)

Learning Outcomes

Outcomes Assessed

Test Activity	Question Number	Target Outcome
Reading Response	1	5.2.1
	2	3.2.3
	3	2.2.3
	4	1.1.2
	5	5.2.3
	6	1.2.2
Connecting Ideas	1	1.2.3
	2	2.2.2
Planning	1	3.1.4
	2	4.1.2
Writing Task	Ideas	4.1.1
	Organizational Structures, Techniques and Transitions	4.1.3
	Language Use and Arrangement	4.2.4
	Grammar, Spelling, Capitalization and Punctuation	4.3.1 4.3.2 4.3.3
Reflecting	1	4.2.3
	2	1.1.3

Outcomes Not Assessed

Test Activity		Target Outcome
Exploring the Theme	Activating Your Thoughts	1.1.1 3.1.2
	Reading and Viewing Texts	1.1.1 1.1.2 1.2.4 2.1.1 2.1.2 2.1.3 2.1.4 2.2.1
	Recording Ideas	1.1.2 3.1.2
Clarifying Thoughts With Others		3.1.3 5.1.1 5.1.2 5.2.1

Scoring Rubrics

for the *Reading Response Booklet*

Responding to Text 1: **Consider the viewpoints of Gary Poole, Wolfgang Linden, Kerry Daly, Jefferson Glapski, and Lucille Peszat. Which viewpoint is most valuable to you? Explain why.**

Outcome: 5.2.1

Out of Range	Below Level		At Level		Above Level
Score: 0	1	2	3	4	5
Possible characteristics • No identification/evaluation of viewpoint. • No explanation of why the viewpoint is valuable.	Demonstrates limited skill in evaluating diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self. *Possible characteristics* • Identifies a viewpoint and makes a limited/superficial connection between viewpoint and self.		Evaluates diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self. *Possible characteristics* • Identifies a viewpoint and makes a clear connection between viewpoint and self and recognizes the impact of this connection.		Demonstrates superior skill in evaluating diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self. *Possible characteristics* • Identifies a viewpoint and makes an insightful connection between viewpoint and self and explores the impact of this connection.

Responding to Text 2: Identify and explain how one or more factors may affect the credibility of Andrew Scott's article.

Outcome: 3.2.3

Out of Range Score: 0	Below Level 1 2	At Level 3 4	Above Level 5
	Demonstrates limited skill in evaluating factors that affect the credibility of information sources for a particular task.	Evaluates factors that affect the credibility of information sources for a particular task.	Demonstrates superior skill in evaluating factors that affect the credibility of information sources for a particular task.
Possible characteristics • No evaluation of how factors affect credibility in the article.	*Possible characteristics* • Identifies factor(s) with a limited explanation of how factor(s) affect the credibility of the article. e.g. vague understanding of the concept of credibility	*Possible characteristics* • Identifies factor(s) with a clear explanation of how factor(s) affect the credibility of the article. e.g. understands the concept of credibility	*Possible characteristics* • Identifies factor(s) with a superior explanation of how factor(s) affect the credibility of the article. e.g. recognizes and understands the complexities at work with the concept of credibility

Responding to Text 3: Explain how the illustrator of "The Crunch" uses elements (such as detail, shape, light/dark, etc.) of Salvador Dali's painting to communicate ideas about the time demands of the modern workplace.

Outcome: 2.2.3

Out of Range	Below Level	At Level	Above Level
Score: 0	1 2	3 4	5
	Demonstrates limited analysis of how language and stylistic choices in oral, print, and other media texts communicate meaning or intention and create effect and overall impression.	Analyzes how language and stylistic choices in oral, print, and other media texts communicate meaning or intention and create effect and overall impression.	Demonstrates superior analysis of how language and stylistic choices in oral, print, and other media texts communicate meaning or intention and create effect and overall impression.
Possible characteristics • No explanation of how element(s) in the Dali painting or "The Crunch" communicate ideas about the time demands of the modern workplace.	*Possible characteristics* • Identifies element(s) in the Dali painting and "The Crunch"; demonstrates limited analysis of how "The Crunch" uses element(s) of Dali to communicate ideas about the time demands of the modern workplace. e.g. analysis may lack support, with vague or superficial details	*Possible characteristics* • Identifies elements in the Dali painting and "The Crunch"; demonstrates clear analysis of how "The Crunch" uses elements of Dali to communicate ideas about the time demands of the modern workplace. e.g. analysis includes supporting/relevant details	*Possible characteristics* • Identifies elements in Dali painting and "The Crunch"; demonstrates superior analysis of how "The Crunch" uses elements of Dali to communicate ideas about the time demands of the modern workplace. e.g. skillful analysis includes supporting/relevant details; may introduce a broader context

Responding to Text 4: Consider the ideas in "Slow Down" and "The Crunch". Explain whether or not you agree that modern life is too rushed.

Outcome: 1.1.2

Out of Range	Below Level	At Level	Above Level
Score: 0	1 2	3 4	5
	Demonstrates limited skill in inviting and weighing diverse and challenging ideas and opinions through a variety of means to re-examine own ideas and positions.	Invites and weighs diverse and challenging ideas and opinions through a variety of means to re-examine own ideas and positions.	Demonstrates superior skill in inviting and weighing diverse and challenging ideas and opinions and demonstrates superior skill in re-examining own ideas and positions through a variety of means.
Possible characteristics • Response may agree or disagree with statement but provides no explanation.	*Possible characteristics* • Response agrees or disagrees with statement but provides limited connection between ideas/opinions of the text(s) and own ideas; supporting details are vague or superficial.	*Possible characteristics* • Response agrees or disagrees with statement and explanation connects ideas/opinions in the text(s) and own ideas; supporting details are relevant.	*Possible characteristics* • Response agrees or disagrees with statement and provides an insightful connection between ideas/opinions of the text(s) and own ideas; supporting details are relevant and purposeful.

Responding to Text 5: Analyze how "Hornbook #39" does or does not show that our society teaches children to live by the clock.

Outcome: 5.2.3

Out of Range	Below Level	At Level	Above Level
Score: 0	**1 2**	**3 4**	**5**
	Demonstrates limited analysis of the ways in which languages and texts reflect, reveal, and influence the values and behaviours of people and diverse communities.	Analyzes ways in which languages and texts reflect, reveal, and influence the values and behaviours of people and diverse communities.	Demonstrates superior analysis of the ways in which languages and texts reflect, reveal, and influence the values and behaviours of people and diverse communities.
Possible characteristics • No connection or analysis between an idea in "Hornbook #39" and the statement that "society teaches children to live by the clock".	***Possible characteristics*** • Limited analysis of how an idea in "Hornbook #39" is connected to the statement: "society teaches children to live by the clock".	***Possible characteristics*** • Analysis of how an idea in "Hornbook #39" is connected to the statement: "society teaches children to live by the clock".	***Possible characteristics*** • Superior analysis of how an idea in "Hornbook #39" is connected to the statement: "society teaches children to live by the clock".

Responding to Text 6: **Do you agree with the narrator's view that looking forward in time is "a far more dangerous journey" than looking backward? Explain.**

Outcome: 1.2.2

Out of Range	Below Level	At Level	Above Level
Score: 0	1 2	3 4	5
Possible characteristics • Position taken with no explanation for agreement or disagreement with the narrator's view.	Demonstrates limited skill in exploring various viewpoints, assumptions, and premises and in evaluating their implications when generating or responding to texts. *Possible characteristics* • Limited explanation of agreement or disagreement with the narrator's view. e.g. response shows little exploration of viewpoint and provides superficial reason(s) for position	Explores various viewpoints, assumptions, and premises and evaluates their implications when generating or responding to texts. *Possible characteristics* • Clear explanation of agreement or disagreement with the narrator's view. e.g. response explores the viewpoint and provides logical reason(s) for position	Demonstrates superior skill in exploring various viewpoints, assumptions, and premises and in evaluating their implications when generating or responding to texts. *Possible characteristics* • Superior/insightful explanation of agreement or disagreement with the narrator's view. e.g. response shows an in-depth exploration of viewpoint and provides mature/sophisticated reason(s) for position

Scoring Rubrics

for the *Process Booklet*

Connecting Ideas 1: **After considering ideas about time in this *Process Booklet*, explain how your own view of time has or has not changed since childhood.**

Outcome: 1.2.3

Out of Range Score: 0	Below Level 1 2	At Level 3 4	Above Level 5
Possible characteristics • does not identify concept of time • does not explain change or lack of change since childhood	Demonstrates limited skill in considering the ways in which the interaction of ideas, viewpoints, and interpretations provide insight when generating and responding to texts. *Possible characteristics* • response identifies a view of time and provides a superficial or limited explanation of how concept of time has changed (or not) since childhood e.g. weak examples, generalized thoughts, vague details	Considers the ways in which the interaction of ideas, viewpoints, and interpretations provide insight when generating and responding to texts. *Possible characteristics* • response identifies a view of time and clearly explains how concept of time has changed (or not) since childhood e.g. supports explanation with relevant examples or draws on personal experience	Demonstrates superior skill in considering the ways in which the interaction of ideas, viewpoints, and interpretations provide insight when generating and responding to texts. *Possible characteristics* • response identifies a view of time and provides a superior explanation and evaluation of how concept of time has changed (or not) since childhood e.g. explores ambiguities, discusses implications or recognizes subtleties

Connecting Ideas 2: Examine and respond to an idea about time in one of the visual or print texts in this booklet.

Outcome: 2.2.2

Out of Range	Below Level	At Level	Above Level
Score: 0	1 2	3 4	5
	Demonstrates limited skill in responding personally and critically to perspectives of a variety of Canadian and international texts.	Responds personally and critically to perspectives of a variety of Canadian and international texts.	Responds creatively, personally and critically to perspectives of a variety of Canadian and international texts.
Possible characteristics • no reference to a visual or print text • no idea is identified	*Possible characteristics* • idea is identified but the personal or critical response makes an overgeneralized or superficial connection to an idea in a visual or print text	*Possible characteristics* • idea is clearly identified and the response is personal or critical in making a clear connection to an idea in a visual or print text	*Possible characteristics* • idea is clearly identified and the response is personal or critical in making an insightful/creative connection to an idea in a visual or print text

Note to marker: Idea may be implied.

Planning 1

Outcome: 3.1.4

Out of Range	Below Level	At Level	Above Level
Score: 0	1 2	3 4	5
	Demonstrates limited skill in developing a plan to satisfy the unique requirements of a task.	Develops a plan to satisfy the unique requirements of a task.	Demonstrates creativity in developing a plan to satisfy the unique requirements of a task.
Possible characteristics	*Possible characteristics*	*Possible characteristics*	*Possible characteristics*
• central idea and other writing variables identified reveal a lack of understanding of the task	• describes some writing variables with limited detail; the variables may not work logically with others	• describes most writing variables in detail; these variables work together coherently	• describes all writing variables in specific detail; each contributes to a congruent whole

Notes to marker:
- This is only the planning stage. Students may alter their choices for their final copy.
- The planning chart must be marked independently of the final writing variables indicated by the student on his/her final copy.

Planning 2: **Think about:**

- **the purpose of your text**
- **the advantages and disadvantages of your choice of form**

Explain why your choice of form will be effective for your purpose.

Outcome: 4.1.2

Out of Range	Below Level	At Level	Above Level
Score: 0	1 2	3 4	5
Possible characteristics • no connection made between purpose and chosen form	Demonstrates limited skill in adapting and using forms appropriate for audience, purpose, and context. *Possible characteristics* • limited explanation of connection between purpose and choice of form	Adapts and uses forms appropriate for audience, purpose, and context. *Possible characteristics* • clear explanation of effectiveness of chosen form for purpose e.g. provides relevant examples or specific details	Demonstrates superior skill in adapting and using forms appropriate for audience, purpose, and context. *Possible characteristics* • skillful explanation of effectiveness of chosen form for purpose e.g. thorough treatment of a perceptive connection between form and purpose, or consideration of ways to adapt form to uniquely suit purpose

Writing Task: Ideas

Focus for Assessment: Attend to ideas, not structure.

Outcome: 4.1.1

Out of Range	Below Level		At Level		Above Level
Score: 0	**1**	**2**	**3**	**4**	**5**
Possible characteristics • ideas are off topic	Generates, evaluates and selects ideas but with limited skill in focussing a topic with limited consideration for audience, purpose and context or in expressing thoughts and feelings and creating desired effect. *Possible characteristics* • ideas, thoughts and feelings are generalized or have limited effect		Generates, evaluates and selects ideas to focus and clarify a topic and perspective appropriate for audience, purpose and context or to express thoughts and feelings and create desired effect. *Possible characteristics* • ideas are clear and appropriate for the audience and for achieving the stated purpose and context • thoughts and feelings are consistent in creating an overall effect		Demonstrates superior skill in generating, evaluating and selecting ideas to focus and clarify a topic and perspective appropriate for audience, purpose and context or to express thoughts and feelings and create desired effect. *Possible characteristics* • ideas are original, sustain audience interest and effectively achieve the stated purpose and context • thoughts and feelings are interrelated in creating an overall effect

Notes to marker:
- Consider how well the ideas focus the topic for audience, purpose, context, and form.
- Consider how well the ideas express thoughts and feelings and create desired effect.

Writing Task: Organizational Structures, Techniques and Transitions

Focus for Assessment: Attend to the macro- and micro-organization (e.g., beginning, middle and end, as well as organization within the beginning, middle and end).

Outcome: 4.1.3

Out of Range	Below Level	At Level	Above Level
Score: 0	**1 2**	**3 4**	**5**
	Demonstrates limited skill in evaluating the potential impact of various organizational structures, techniques and transitions in texts to achieve specific purposes and to ensure unity and coherence. ***Possible characteristics*** • organizational structures* are awkward or not apparent for stated purpose; techniques and transitions** are weak and distract from a coherent, unified central idea	Evaluates the potential impact of various organizational structures, techniques and transitions in texts to achieve specific purposes and to ensure unity and coherence. ***Possible characteristics*** • distinct overall organizational structures* are used to achieve stated purpose; techniques and transitions** ensure a coherent, unified central idea	Demonstrates superior skill in evaluating the potential impact of various organizational structures, techniques and transitions in texts to achieve specific purposes and to ensure unity and coherence. ***Possible characteristics*** • distinct overall organizational structures* are used with impact and achieve stated purpose; techniques and transitions** artfully integrate ideas into a coherent, unified whole

* "Structures" refer to the macro-organization. For example, in aesthetic texts, rising action, prologue/epilogue, stanza and line organization, acts and scenes are examples. Structures in pragmatic texts might include cause/effect, inverted pyramid, intro/body/conclusion, point-example-discussion and chronological order.

** "Techniques and transitions" might include use of narrator, extended metaphor, repetition, refrains, flashbacks/flashforwards, headings and subheadings, dissolves and transitional paragraphs. "Transitions" also include words that tie ideas together, such as "on the other hand" or "hence".

Writing Task: **Language Use and Arrangement**

Focus for Assessment: Attend to diction, syntax and language and their relationship to the writing variables.

Outcome: 4.2.4

Out of Range	Below Level	At Level	Above Level
Score: 0	1 2	3 4	5
	Demonstrates limited skill in using effective language and arranges and juxtaposes ideas for balance, impact and originality, considering voice and/or audience. ***Possible characteristics*** • language choices* and arrangement** of ideas are inconsistent with voice and/or unsuited for audience	Uses effective language and arranges and juxtaposes ideas for balance, impact and originality, considering voice and/or audience. ***Possible characteristics*** • variety in language choices* and arrangement** of ideas are consistent with voice and/or appropriate to audience	Demonstrates superior skill in using language and arranges and juxtaposes ideas for balance, impact and originality, considering voice and/or audience. ***Possible characteristics*** • mature style uses effective range of language choices* and sophisticated arrangement** to enhance distinct voice and/or evoke desired response from audience

* "Language choices" might include figurative language, description, diction and connotation.

** "Arrangement" might include sentence pattern, juxtaposition, arrangement for emphasis, metrical devices, rhythm and phrasing.

Note to marker: Diction refers to effectiveness of word choice in relation to writing variables.

Writing Task: Grammar, Spelling, Capitalization and Punctuation

Focus for Assessment: Attend to the relationship between the mechanics and the writing variables (consider the extent to which the errors detract from the overall impact of the work but do not affect meaning).

Outcomes: 4.3.1, 4.3.2, 4.3.3

Out of Range	Below Level	At Level	Above Level
Score: 0	1 2	3 4	5
	Demonstrates limited skill in analyzing and editing texts for word choice, grammatical structures and register to achieve clarity, artistry, and effectiveness. (4.3.1) Knows and applies Canadian spelling conventions, recognizes creative spellings but demonstrates limited skill in using creative spellings for clarity and special effects. (4.3.2) Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to but demonstrates limited skill in using capitalization and punctuation conventions for specific purposes. (4.3.3) *Possible characteristics* • demonstrates limited or tentative grasp of the written conventions of language [Errors are distracting and often interfere with the reader's understanding of the ideas.]	Analyzes and edits texts for word choice, grammatical structures and register to achieve clarity, artistry, and effectiveness. (4.3.1) Knows and applies Canadian spelling conventions for a broad repertoire of words; recognizes and uses creative spellings for special effects. (4.3.2) Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attends to capitalization and punctuation conventions for specific purposes. (4.3.3) *Possible characteristics* • demonstrates capable control of the written conventions of language [Errors may detract from the overall impact of the work but do not affect the meaning.]	Demonstrates superior skill in analyzing and editing texts for word choice, grammatical structures and register to achieve clarity, artistry, and effectiveness. (4.3.1) Knows and applies Canadian spelling conventions for a broad repertoire of words; demonstrates superior skill in using creative spellings effectively for special effects. (4.3.2) Knows and applies capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; demonstrates superior skill in attending to and using capitalization and punctuation conventions for specific purposes. (4.3.3) *Possible characteristics* • demonstrates skillful control of the written conventions of language [Errors in spelling, grammar and punctuation may exist but do not affect the overall impact. They may be the result of the difficulty of the language used and/or risks taken by the student.]

Notes to marker:
- Impact of errors should be considered in relation to the length of the written text.
- Word choice refers to correctness of diction used.

Reflecting 1: **Publishers and presenters enhance a text with features such as visuals, layout, pacing, props and sound effects. If you were to publish or present your text, describe a feature you would include and explain how it would enhance your text for your audience.**

Outcome: 4.2.3

Out of Range	Below Level	At Level	Above Level
Score: 0	**1 2**	**3 4**	**5**
	Demonstrates limited skill in selecting text features to enhance legibility and artistry for particular audiences.	Selects text features to enhance legibility and artistry for particular audiences.	Demonstrates superior skill in selecting text features to enhance legibility and artistry for particular audiences.
Possible characteristics • no description of chosen text feature	*Possible characteristics* • vague/generalized choice of feature and a limited description of how this choice enhances text for audience	*Possible characteristics* • purposeful choice of feature and a clear description of how this choice enhances text for audience	*Possible characteristics* • skillful choice of feature and an insightful description of how this choice enhances text for audience

Note to marker: If audience is not identified in the response, refer to the writing variables chart or planning chart.

Reflecting 2: **Using examples, explain how one of the statements below describes the creation of your written text:**

I experimented with a new form or style to enhance communication.

OR

I revised my text to enhance its effectiveness.

Outcome: 1.1.3

Out of Range	Below Level	At Level	Above Level
Score: 0	1 2	3 4	5
	Demonstrates limited skill in varying language uses and forms of expression to discover how they influence ideas and enhance the power of communication and/or expression.	Varies language uses and forms of expression to discover how they influence ideas and enhance the power of communication and/or expression.	Demonstrates superior skill in varying language uses and forms of expression to discover how they influence ideas and enhance the power of communication and/or expression.
Possible characteristics • statement selected with no explanation	***Possible characteristics*** • explanation shows a limited connection between selected statement and examples from his/her own text	***Possible characteristics*** • explanation shows a clear connection between selected statement and examples from his/her own text; explanation shows how the selected statement has influenced the creation of his/her text	***Possible characteristics*** • explanation shows an insightful connection between selected statement and examples from his/her own text; explanation shows how the selected statement has influenced the creation of his/her text

Note to marker: If a student deals with more than one statement, assess the best response.